# NLP Scripts

For

NLP Practitioners

# Warning: Please Read

This manual contains NLP scripts only for use by NLP Practitioners who have been trained and certified by an approved training school, and therefore are qualified to apply them correctly.

These scripts are extremely powerful and must be used appropriately.

**Notes for Practitioners**

Please note that many of the scripts are the standard texts which I have then amended or added to based on my own experience; some have notes, others (generally the more straightforward) are just the techniques.

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# 4-Step Swish Pattern

**Overview**

This is a useful pattern to add to a chain of anchors when you are complete with the installation of the chain.

**Process**

1. Test the chain by firing off the first anchor, and make sure the client ends up in the final state.

2. Ask the client to "Slow down the states again to create steps for the swish."

3. Set up a picture for each of the states in the chain by asking the client for a visual for each state "So when you think of procrastination, do you have a picture?" Repeat for each state.

4. Once the client has all the pictures, ask them to have the first picture (first state) on the screen with the second picture (second state) small and dark in the lower left hand corner.

5. Do the same for the subsequent pictures.

6. Fire the first anchor whilst you mention the state, and have the client have the first picture (including second state small picture) on their screen.

7. Fire the second anchor and have the client swish up to the second picture.

8. Fire the third anchor and have the client swish up to the third picture.

9. Repeat for all states/pictures.

10. Test and future pace.

# Allergy Sneezing Model

**Process**

1. Elicit the sub-modalities of the substance they are allergic to.

2. Find something similar that they are not allergic too and elicit sub-modalities (have them be associated).

3. Have client think of (non-allergic) sub-modalities and go through them, and then hold the anchor (say the shoulder etc.); go though these sub-modalities again and then hold the anchor a little bit longer.

4. Check the client can visualise a large glass like wall of Perspex.

5. Go through the (allergic) sub-modalities again, and then have the client dissociate.

6. Keeping the client dissociated, have them visualise the large Perspex wall and have them place this between themselves and the picture of the allergic substance (now on the far side of The Perspex wall). Keep the client dissociated.

7. Fire the anchor whilst you have them imagine the Perspex lower into the ground, re-assuring the client is safe (you can use some of the non-allergic K sub-modalities). Hold the anchor the entire time the Perspex is lowering, and keep re-assuring the client is safe.

8. Have the client associate back into the picture of the old substance they were allergic to, staying safe, with the anchor still held (hold for about a further 30 seconds).

9. Test and future pace.

# Chaining Anchors

This technique is used when the desired outcome or resource state is significantly different from the present state, and would cause a stacked resource anchor to fail as it would not be strong enough.

1. Get into rapport with client.

2. Tell the client what you are about to do: "In a moment I am going to do a process called "Chaining Anchors" which removes the negative states; to do this it will necessitate that I touch you on the (*hand*), is that okay?"

3. Have the client identify the undesirable present state (*procrastination*) and decide on the positive resource/end state (*motivation*).

4. Design the chain by deciding on what intermediate states are needed to lead from the undesirable present state to the desired state with the client; there should be between one and three middle states and the first intermediate state can be mildly negative and all states must be self initiated e.g. not shame etc. The chain must flow logically to allow the client to move directly from one state to the next, and must not be how the client does it now. The last state must be a 'toward' state and self initiated. The chain must not match their current strategy.

5. Remember one event in the past that causes the undesirable present state and anchor to a suitable trigger e.g. first knuckle etc.

6. It is important that every state is suitably intense so that when the trigger is applied the state is fired off – stack if necessary.

7. Break and then test the state.

8. Repeat steps #5 - 7 until all of the states are in place. For each subsequent state use the next trigger point e.g. second knuckle and stack each of these events to ensure they are become stronger and more intense than the previous.

9. Set the chain off by firing anchor #1 and when it reaches its peak release this anchor and fire the next anchor; go through all the anchors and hold the final anchor for about 5 seconds.

10. Test – fire the undesirable present state anchor and you should see the client go into the desired state, then ask: "Can you remember a time in the past, which, if you'd thought about it previously, would have caused you to feel that old feeling, and notice how you feel differently now; it is different?"

11. Future Pace - “Can you think of a time in the future which, if it had happened in the past, you would have (*old undesirable state*) and how you are feeling differently now; it is different? Repeat and ensure client is completely convinced.

# Change Personal History

This technique is a version of Collapse Anchors and works great when the client has a specific negative emotion anchored to a specific event in the past.

1. Get into rapport with client.

2. Have the client identify an event in the past that still causes them a problem or creates a negative emotion (in the present).

3. Ask the client what positive resourceful states they needed but didn't have in the past event, which if they had had, there would never have been a problem to start with.

4. Create a stacked resource anchor for the client including the resources they detailed in Step #3 (adding states if required). Ensure the stacked resource anchor is significantly more intense than the negative state associated with the event.

5. Have the client relive the event then fire the stacked resource anchor.

6. Continue until the negative state has collapsed.

7. Break state.

8. Test #1 – "Think about the event and notice how you feel differently now; it is different?"

9. Future Pace - "Can you imagine a time in the future when a similar situation might happen, and see what happens now. Notice how you feel differently now; it is different?" Repeat and ensure client is completely convinced.

# Collapse Anchor Script

This is a change technique that should be used for negative states of a more minor nature (not anger, fear, hate, sorrow, sadness etc.) that are highly contextualised with very specific triggers; examples would be procrastination, uncertainty, self doubt, feeling overwhelmed etc. It is also key that the stacked resource anchor is stronger than the negative state or it will fail.

1. Get into rapport with client.

2. Tell the client what you are about to do: "In a moment I am going to do a process called "Collapse Anchors" which removes the negative states; to do this it will necessitate that I touch you on the (*hand*), is that okay?"

3. Decide on the negative state to be collapsed and agree on what states are involved with this e.g. procrastination could be fear of making the wrong decision, self doubt etc.

4. Ask the client to decide on how they would like to feel instead and elicit what states are involved.

5. Using the positive states, create a stacked resource anchor using one trigger only, and with each state ensure you be that state yourself. Also, make sure that the client is fully associated, feels the state intensely, and that when completed it is more powerful and intense than the negative state.

6. Anchor the negative state once and use a different location.

7. Fire both anchors at the same time until they peak and the integration is complete (watch the client – they will usually exhibit signs of asymmetry as they bounce between the states until the integration is complete).

8. Once the integration is complete and either a positive or neutral state is achieved, release the negative anchor.

9. Hold the positive anchor for 5 seconds more.

10. Break state.

11. Test #1 - fire off the negative anchor and check for either a positive or neutral state.

12. Test #2 - "Think about an event in the past which, when you thought about it previously, you would have felt that old feeling and notice how you feel differently now; it is different?"

Future Pace - “Can you imagine a time in the future when you might be in a similar situation, see what happens now?” Repeat and ensure client is completely convinced

## Anchors - General

The best anchors are naturally occurring states; once a client knows about anchors they can create them themselves. The next best are past, vivid, highly associated states, and then finally the least preferable are constructed states.

The five keys to anchoring are:

- **Intensity**: the more intense the emotion the stronger the anchor will become.
- **Timing**: carefully watch the client.
- **Uniqueness**: the more unique the better.
- **Replication**: make sure you can easily reproduce the trigger, so make it unique enough that it doesn't happen all the time, but make it simple enough you can duplicate it at a later time. Remember that the trigger can be either location, a phrase, a scent etc.
- **Number**: the more often the anchor is established, the stronger the trigger will be.

**Process (RACE)**

R. Recall: have the client remember the state.
A. Anchor: as the intensity starts to build apply the anchor for between 5 – 15 seconds, releasing just after the intensity passes its peak. Remember to have this in an easily accessible/repeatable place such as a knuckle etc.
C. Change: the person's state.
E. Evoke: set off the anchor to test.

1. **Natural Occurring States**
   "Every time you find yourself feeling confident or powerful, create a unique trigger (explain this is the anchor and where to put it). The more you do this, the stronger the anchor will become. Then, whenever you find yourself needing to feel powerful or confident, simply fire off the anchor

2. **Past, Vivid, Highly Associated States**
   "Can you remember a time when you were totally (*state to be anchored*)? Can you remember a specific time? As you go back to that time, go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel the feelings of being totally (*state to be anchored*).

3. **Constructed States**

"Imagine what it would feel like if you were to feel totally (*state to be anchored*) right now. And as you imagine feeling totally (*state to be anchored*) right now, sit (or stand etc.) the way you would sit if you were to feel totally (*state to be anchored*) right now. Breathe the way you would breathe if you were to feel totally (*state to be anchored*) right now. Say whatever you would say to yourself if you were to feel totally (*state to be anchored*) right now, and just picture in your mind whatever you would need to picture in order to feel totally (*state to be anchored*) right now.

An alternative would be to have the client recall someone who can strongly feel the *state to be anchored* and have the client become that person.

# Anchors – Stacked Resource

**Stacked**

Once an anchor has been created, this can be built upon by simply repeating the RACE process with different vivid experiences for that emotion, always using the same trigger. Remember to test and pace.

**Stacked Resource Anchor**

Sometimes a stacked anchor alone may not be strong enough to move your client into the resourceful state, simply because the current state is so intense. In these situations, it is best to stack multiple resource anchors on top of one another making them stronger than the unresourceful state.

To create a SRA, elicit several instances of different (but similar) positive states and use RACE to anchor them to the same trigger.

Example states are:

i. Absolute power, totally loved, unstoppable confidence, totally energised, feeling you can have whatever you want, a feeling you can achieve anything etc.
ii. Humour, success, motivation, excitement, uncontrollable laughter etc.
iii. Courage, bravery, fearlessness, certainty etc.
iv. Peace, balance, serenity, harmony, relaxed etc.

# Belief Change Script

**Process**

1. Check the belief is really a belief

2. "Can you think of a limiting belief about yourself that you wish you did not have? On a scale of 0-100, where 0 is not at all and 100 is certainty, how strong do you believe this limiting belief? (Note answer) Good, what is it? As you think about that belief, do you have a picture?"

3. Elicit sub-modalities

4. Break state

5. "Can you think of a belief which is no longer true? For example, perhaps you used to own a BMW and you no longer do, so the belief "I am a BMW owner" is no longer true. Do you have something like that which used to be true for you but no longer is? Good, what is it? As you think about that old belief, do you have a picture?"

6. Elicit sub-modalities (the driver(s), most likely either location and/or association/dissociation, must be different, otherwise do another item)

7. Break state and do contrastive analysis on the two sets sub-modalities noting differences

8. Re-create the *limiting belief* picture and then amend using the *no longer true belief* sub-modalities that are different

9. "Seal those thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever. On a scale of 0-100, where 0 is not at all and 100 is certainty, how strong do you now believe that old limiting belief?" (Check answer – if not at/near 0 ask "What would you need to do to make it (half)%"; repeat until desired result achieved (max three/four times).

10. "Now seal these thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever."

11. Break state

12. Test - "Now, what do you think about that old belief?" Probe

13. "Now, can you think of a belief which for you is absolutely true? Like, for example, the belief that the sun is going to come up tomorrow. Pause - do you have a belief – do you believe that? As you think about that belief, do you have a picture?"

14. Elicit sub-modalities

15. Break state

16. "What would you like to believe instead of that old belief you used to have? Good what is it?"

17. Check this belief – ensue it is positive and incorporates prime directives etc. and calibrate 0 – 100% strength of belief

18. "As you think about this belief, do you have a picture?"

19. Elicit sub-modalities *****

20. Break state and do contrastive analysis on the two sets sub-modalities noting differences

21. Re-create the *new belief* picture and then amend using the *absolutely true belief* sub-modalities that are different, keep stating the *new belief* as you do so

22. "Seal those thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever"

23. Test - "Now, what do you believe? Why do you believe you have this new belief?"

24. Go to the future and get them to imagine a time when the old limiting belief would have affected them, "Notice how different it feels, notice how it's different (pause), it is different?"

25. Set SMART strategies to this new belief and install into future.

***** Can skip steps 19 & 20 and immediately install absolutely true sub-modalities but ensure drivers are enhanced.

# Cartesian Logic

**Introduction**

By questioning a problem, issue, or potential outcome etc. from four different perspectives you will often gain huge insight in the client's true beliefs and start to create change.

| | |
|---|---|
| | Area for questioning identified using two elements **(AB)**:<br><br>"What will happen **(A)** when you become more confident **(B)**?" |
| | |

Ask the initial question (note both elements **AB** must always be stated in the positive) and note answers.

Then change one element **(A)** to the opposite and ask this new question:

| | |
|---|---|
| | "What will happen **(A)** when you become more confident **(B)**?" |
| | "What won't happen **(-A)** when you become more confident **(B)**?" |

Now change the other element **(B)** and ask the new question:

| | |
|---|---|
| | "What will happen **(A)** when you become more confident **(B)**?" |
| What won't happen **(-A)** when you don't become more confident **(-B)**?" | "What won't happen **(-A)** when you become more confident **(B)**?" |

Finally, change the first element back to its original and ask the new question:

| | |
|---|---|
| What will happen **(A)** when you don't become more confident **(-B)**?" | "What will happen **(A)** when you become more confident **(B)**?" |
| What won't happen **(-A)** when you don't become more confident **(-B)**?" | "What won't happen **(-A)** when you become more confident **(B)**?" |

# Changing Perspective

**Overview**

Good intervention when a client has a problem about someone else.

**Process**

1. Identify problem: context and/or object of reference (person or thing).

2. Teach client Expanded Awareness.

3. (Self) anchor peripheral vision (hand movement).

4. Associate client to problem context and fire peripheral vision anchor.

5. Condition 3 – 5 times, break state each time.

6. Check perceptual positions (ecology check):

    a. Self – peripheral vision
    b. Other – re-integrate (delete for trauma)
    c. Observer – re-integrate

7. Future pace.

# Circle of Excellence

**Overview**

The Circle of excellence is a stacked resource anchor that uses the three main modalities: visual, auditory, and kinaesthetic.

**Process**

1. Decide on a number of states (3 is common) to be associated with the resource anchor.

2. Have the client imagine a circle on the floor.

3. Elicit each state in the client; when the state begins to increase have them step into the circle.

4. Make the state as powerful for the client as you can.

5. Once the state has reached its peak have them step out of the circle leaving the feelings inside the circle.

6. Repeat this process for each of the states.

7. Once the resource anchor has been established, have the client choose a word or phrase that goes with the resource anchor. Have the client step into the circle and as the resource state reaches its peak have them say the word and then step out of the circle.

8. Have the client choose a physical gesture that goes with the resource anchor. Have the client step into the circle, say their trigger word/phrase, and as the state reaches its peak have them make their gesture and then step out of the circle.

9. Break state.

10. Test by having the client step into their circle, say the trigger word/phrase and make their trigger gesture at the same time; notice that they become fully associated into the resource state.

# The Complex Meta Programs

**Questions**

| | | |
|---|---|---|
| 1. Direction Filter. "What do you want in a car (job/relationship)?"<br>"What's important to you about…?" | Toward<br>Toward with a little Away<br>Both Toward and Away Equally<br>Away with a little Toward<br>Away | ☐<br>☐<br>☐<br>☐<br>☐ |
| 2. Reason Filter. "Why are you choosing to do what you're doing?" | Possibility<br>Necessity<br>Both | ☐<br>☐<br>☐ |
| 3. Frame of Reference Filter. "How do you know when you're doing a good job?" | Internal (me)<br>External (we)<br>Balanced<br>Internal with External Check<br>External with Internal Check | ☐<br>☐<br>☐<br>☐<br>☐ |
| 4. Convincer Representation Filter. "How do you know when someone else is good at what they do?" | See<br>Hear<br>Read<br>Do | ☐<br>☐<br>☐<br>☐ |
| 5. Convincer Demonstration Filter. "How often does someone have to demonstrate competence to you before you're convinced?" | Automatic<br>Number of Times<br>Period of Time<br>Consistent | ☐<br>☐<br>☐<br>☐ |
| 6. Management Direction Filter. "Do you know what you need to do to be a success on a job?"<br>"Do you know what someone else needs to do?"<br>"Do you find it easy or not so easy to tell him?" | Self and Others<br>Self Only<br>Others Only<br>Self but Not Others | ☐<br>☐<br>☐<br>☐ |
| 7. Action Filter. "When you come into a situation do you usually act quickly after sizing it up, or do you do a complete study of all the consequences and then act?" | Active<br>Reflective<br>Both<br>Inactive | ☐<br>☐<br>☐<br>☐ |
| 8. Affiliation Filter. "Tell me about a work situation in which you were the happiest, a one-time event?" | Independent Player<br>Team Player<br>Management Player | ☐<br>☐<br>☐ |
| 9. The Work Preference Filter. "Tell me about a work situation in which you were the happiest, a one-time event?" | Things<br>Systems<br>People | ☐<br>☐<br>☐ |
| 10. Primary Interest Filter. "What's your favourite restaurant – tell me about it?" | People (staff etc.)<br>Place (location)<br>Things (food)<br>Activity (ambience)<br>Information (rating) | ☐<br>☐<br>☐<br>☐<br>☐ |

| | | |
|---|---|---|
| 11. Chunk Size Filter. "If we were going to do a project together, would you want to know the big picture or the details first? Would you really need to know the …(other)" | Specific<br>Global<br>Specific to Global<br>Global to Specific | □<br>□<br>□<br>□ |
| 12. Relationship Filter. "What is the relationship between these three coins?"<br>"What is the relationship between what you're doing this year on the job and what you did at this time last year?" | Sameness<br>Sameness with Exception<br>Sameness with Differences<br>Equally<br>Differences with Exception<br>Differences | □<br>□<br>□<br>□<br>□ |
| 13. Emotional Stress Response. "Tell me about a situation (context related – in your career/relationships) that gave you trouble, a one-time event?" | Thinking<br>Feeling<br>Choice | □<br>□<br>□ |
| 14. Time Storage Filter. "What direction is the past and what direction is the future?" | Through Time<br>In Time | □<br>□ |
| 15. Modal Operator Sequence. "What was the last thing you said to yourself just before you got out of bed this morning?" | Possibility<br>Necessity. | □<br>□ |
| 16. Attention Direction: no question, just observe – you are looking for the compulsive "others" person | Self<br>Others<br>Communication Styles | □<br>□<br>□ |
| 17. Information Processing Style. "When you need to work through a problem or a challenge in your life, is it absolutely necessary for you to talk about it with someone else, or think about it by yourself only?" | External<br>Internal | □<br>□ |
| 18. Listening Style. "If someone you knew quite well said "I'm thirsty" would you find the comment interesting but probably do nothing about it, or would you feel really compelled to do something about it?" | Literal<br>Inferential | □<br>□ |
| 19. Speaking Style. "If you felt that someone around you was not performing as well as they should, would you come to the point and tell them directly, or would you hint, imply, and give them clues?" | Literal<br>Inferential | □<br>□ |

**NOTES:**

- A Literal Listener may not know when an inferential speaker compliments them, and
- An Inferential Listener may think that any question is a request for action.

# Compulsion Blow-Out

**Warning**

This is a very 'hard' technique (it's like a sledgehammer). If you begin it, you must complete it. When you finish, the client must have a positive future representation of what they will do without the problem. If there is a compulsion and a revulsion, you must blow out both.

**Part 1**

1. Elicit the sub-modalities of the thing 'compulsed' about.

2. Elicit the sub-modalities of something similar.

3. Get sub-modality differences.

4. Test the differences for drivers.

**Part 2**

If you have an SMD that is infinite in extent, then do a really fast continuous increase as in Method #1; otherwise use Method #2.

**Method #1**

5. If size or any other continuous driver, blow up beyond the universe.

6. Initially feeling of compulsion will increase.

7. At some point it will pop or blow-out.

**Method #2**

5. If Distance or any other non-continuous driver, use a ratchet method.

6. Crank it like a jack.

7. They will go over the top.

**Finish**

Both techniques use Steps #8 – 10 to finish

8. Wait approximately 5 minutes until the client settles down.

9. Test by having them make a picture with no compulsion.

10. Swish old picture (compulsed) with new picture (non-compulsed).

# De-Identification Pattern

**Desired Outcome**

Directed questioning for a specific result.

**Clients**

For clients whose realities are **Energy** (how/why – model operators – necessity, probability, possibility).

Useful for challenging and transcending boundary conditions associated with complex equivalence's. Complex equivalence's are language constructions of identification e.g. "I'm a terrible husband".

With a slight adjustment of language, you can use this easily on yourself therapeutically or as a meditation if you continue to repeat steps #3 through #6.

**Process**

1. Elicit the identification in the form of a complex equivalence; listen for the verb "to be" or "means".

2. Pace and feedback the complex equivalence.

3. "Is that all you think you are?" (Look for physiological shift).

4. "Aren't you more than that?" (There should be agreement).

5. "What are you that's not (*the previous identification*)?"

    a. We want a verbal answer here (you have expanded the identification that encompasses a larger neural network – you need a word to stabilise the shift).

6. "And beyond (*the word elicited in #5*), is that all you are?"

    a. For extra leverage ask the tag question: "You do know you are more than that, don't you?"

7. "How do you know?"

    a. Anchors the change to the client's reality strategy.

# Detailed Personal History

| **Negative Emotions List** |
|---|
| |

| | |
|---|---|
| 1. Elicit all reason for client being there; keeping asking; often times the last few answers reveal most.<br>"Why are you here?"<br>"Why else?" | □ Toward<br>□ Away<br><br>□ Cause<br>□ Effect |
| 2. "What are you best at – starting things, changing things, or stopping things?" "What are you worst at – starting things *(being),* changing things *(doing)*, or stopping things *(having)*?"<br><br>a. If BEING: "So who is it that you are not being that you want to be?"<br>b. If DOING: "So what is it that you are not doing that you want to do?"<br>c. If HAVING: "So what is it that you do not have that you want to have?" | □ Being<br>□ Doing<br>□ Having |

| **Negative Emotions List** | |
|---|---|
| | |

| | |
|---|---|
| 3. "How do you know you have this problem?" Listening Style<br><br>Convincer Representation Filter | □ Inferential<br>□ Literal<br><br>□ See<br>□ Hear<br>□ Read<br>□ Do |
| 4. "How long have you had it?" If the answer is a short time probably possibility, if long probably necessity.<br><br>Convincer Representation Filter | □ Necessity<br>□ Possibility<br><br>□ Automatic<br>□ # Times<br>□ Period<br>□ Consistent |
| 5. "Was there ever a time when you didn't?" | |
| 6. "What have you done about it?" Look for secondary gain | |
| 7. "What happened the first time you had this?" Emotional Stress Response | □ Thinking<br>□ Feeling<br>□ Choice |

**Negative Emotions List**

8. "What emotions were present?"

9. "What events have happened since then?"
   Look TE and are they obviously not learning something (tell them!)

10. "What emotions were present?" Look for negatives/TE

11. "In each of these events, what is the relationship between the event and your current situation in life?"

Relationship Filter

- ☐ Sameness
- ☐ Same w/ex
- ☐ Differences
- ☐ Diff w/ex

12. "Tell me about your parents?"

**Negative Emotions List**

13. "What is the relationship between this person and your current situation?"

14. "Tell me about your siblings?"

□ Self
□ Others

15. "What is the relationship between this person and your current situation?"
Again, listen for Relationship Filter.

16. "Tell me about your kids (if applicable)?"

**Negative Emotions List**

17. "What is the relationship between this person and your current situation?"
    Again, listen for Relationship Filter.

18. "Tell me about your childhood in relationship to this problem?"
    Listen for SEEs and perhaps ISEs.

19. "Is there a purpose or reason for having the problem – ask your unconscious mind?"
    Can reveal why they won't change and secondary gain.

20. "When did you choose to have this situation be created?"

**Negative Emotions List**

21. "For what purpose did you choose to have this situation be created – ask your unconscious mind?"
    Can reveal why they won't change and secondary gain.

22. "Is there anything your unconscious mind wants you to know, or is there anything you're not getting, which, if you got, would allow the problem to disappear?"
    Can reveal secondary gain.

23. "Is it okay with your unconscious mind to support us in removing this problem today, and for it to allow you to have an undeniable experience of it, when we are complete?"
    If no need reframe/chunk-up to highest intention "For what purpose?"

24. "Is it okay with your conscious mind to support us in removing this problem today, and for it to allow you to have an undeniable experience of it, when we are complete?"
    If no need reframe/chunk-up to highest intention "For what purpose?"

# Embedded Commands

**Desired Outcome**

Be able to deliver suggestions smoothly and confidently in normal dialogue to the listener's unconscious mind without their conscious mind being aware of the suggestions given.

**Two Elements**

Means – two words - how to do it e.g. Learn this

End – one word – what to do e.g. easily

The key is three in a single sentence delivered LOWER AND LOUDER.

**Process**

1. Decide outcome;
2. Develop sentence;
3. Deliver it;
4. Calibrate for results –outcome.

**Example**

I'm not saying you can ***learn this easily***.

# Embedded Commands in Strategies

**Desired Outcome**

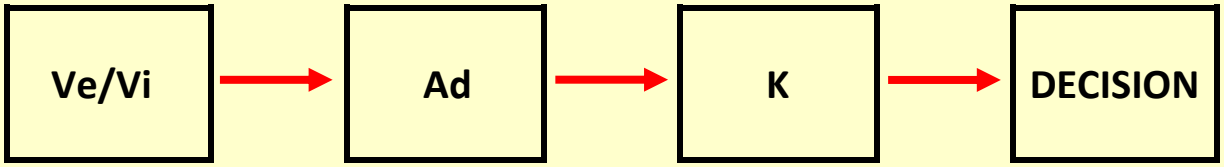
Be able to deliver suggestions smoothly and confidently in normal dialogue to the listener's unconscious mind without their conscious mind being aware of the suggestions given.

**Process**

1. Identify the client's strategy for the outcome they desire e.g. motivation, decision etc.
2. Structure the commands inside the context of their strategy.
3. Enclose the entire sentence with temporal predicates.

**Example**

Assuming that a client has a decision-making strategy that was:




"I'm wondering (hypnotic language pattern) how soon it will be before (temporal predicate) ***you will*** have the opportunity to ***look at our proposal*** and recall seeing that ***it meets your criteria*** so you can ***feel good about it*** tonight (hypnotic language pattern with temporal predicate), won't you?"

The magic number seems to be at least three presuppositions in a single sentence, which immediately gets beyond the conscious mind.

| | |
|---|---|
| Hypnotic | "I'm wondering |
| Temporal | how soon it will be before |
| Embedded Commands Inside the Strategy | ***you will*** have the opportunity to |
| | ***look at our proposal*** and recall seeing that |
| | ***it meets your criteria*** so you can |
| | ***feel good about it*** |
| Temporal | tonight, |
| Hypnotic | won't you?" |

# Identifying Emotional Benefits

**Process**

1. Re-associate client into the state of ‘x’.
2. Make sure they acknowledge ‘x’ in the situation.
3. What did ‘x’ give you emotionally?
4. If they don’t know say “I know you don’t know, but if you did know, what would you say?”
5. Sit back and shut up.
6. Listen to their story for later recall.
7. Listen for the positive emotional benefit word _____.
8. Feedback their story as a process of discovering together.
9. “So what you’re really saying is that you didn’t want ‘x’, but what you really wanted was (emotional benefit).
10. Link emotional benefit with new behaviour.

# Expanded Awareness

**Definition**

The state of mind and body whereby negative internal dialogue and judgements cease to exist (sometimes called the Learning State, Peripheral Vision, or Hakalau).

NOTE: I have added significantly here from the manual.

**Process**

1. Move off to one side "This is a visual technique, so I'm going to get out of your line of sight, and just for a while I want you to forget that rule of polite society which says you have to look at someone when they are talking to you."

2. "What I want you to do instead is to get comfortable and find a point on the wall which is straight in front of you and slightly above your eye level, and just continue to look at that point in soft focus, noticing everything about that point."

3. After a while you may find that the rest of the room gets a bit fuzzy or hazy and you get a kind of tunnel vision."

4. "This way of looking at things, this tunnel vision, this is the way we look at a lot of things. When you watch the TV, you don't really notice the rest of the room. When you are reading or writing, you only notice the page, or when you are working on a computer. Even when we talk to someone, we tend to look at their eyes or face and ignore the rest of them. And this way of looking at things also goes with a kind of inner tunnel vision.... with obsession, fixation, worry, stress, rushing around, adrenaline."

5. "But there is another way of looking at things, and I'd like you to experience that way now. So as your eyes continue to look at the same point, your eyes don't move, but you can begin to broaden out your field of vision and notice what's either side of that point, and your field of vision can get wider and wider until you're really paying attention to what you can see out of the corners of your eyes.... at the periphery of your vision."

6. "You might be quite interested to find out how far round your peripheral vision goes, so I'm going to stand here moving my hand up and down - can you see that? And as I gradually move it backwards, you can let me know when it disappears (find spot) and at this point you can only see it when it's moving and not when it's still. That is the periphery of your vision. And now I'd like you to extend your awareness all the way around behind you."

7. Of course I'm not suggesting you can see behind you, but just use your sense of hearing or spatial awareness to be aware of what's behind you as well - all 360°. You may or may not have noticed that your breathing has slowed down a little. Maybe the

muscles of your face have relaxed, perhaps especially your jaw muscles and you can help them along as much as you like."

8. "And it's probably a bit early for this to have happened just yet, but if you were to stay in peripheral vision for any length of time, you might find that your hands begin to get warm, or even your feet. But it's probably a little early for that to have happened just yet. And the really interesting thing about peripheral vision is that it seems to activate the parasympathetic nervous system, the part of your nervous system that calms you down and slows your breathing down - even your heartbeat slows down. And your mind and body and emotions can come back into balance. Your immune system is boosted. So this relaxed state, is just not compatible with adrenaline."

9. "So when you're really in peripheral vision you can't be stressed, you can't be worried. And I don't want you to go all the way deep into this state now, because you'll have lots of opportunities to practice, at home or at work. So I'd like you to begin to return to normal waking consciousness now, letting your field of vision narrow back down, and welcome back!"

# Intervention for Learning

Learning is facilitated best by the student being in a relaxed, receptive, focused state. The teacher should watch the students for the initial signs of relaxation, and when noticed verify by saying "That's right – very good!"

**Process**

1. Ask the student to put their eyes up and centred, as if to look at the space between the eyebrows (a spot on the ceiling will do).

2. Closely watch the students for the first signs of relaxation and 'centeredness' (look for rate of respiration, muscle tension in the face, size of pupils etc.). Do not do this for more than 2 minutes otherwise eyestrain may result.

3. Verify relaxation by saying "That's right – very good!"

4. Ask the student to remain just as relaxed, and to move their eyes down and focus on you.

# Fast Phobia Model

**Process**

A phobia is a very intense kinaesthetic response to a trigger.

1. Note: if it is a "rational" phobia before proceeding.

2. Establish end test and calibrate initial response to phobic stimulus (scale 1 – 10).

3. Identify triggers for the phobic response – exactly what has to happen.

4. Establish a resource anchor (confidence, laugher etc.) if required to be used during process if client has severe reaction or to move the process along in a positive fashion.

5. Acknowledge the client's ability to learn quickly and never forget – phobias are often one time learning events though you often do not remember the initial event. Add personal experiences/observations.

6. Have the client discuss what life is going to be like when they no longer have the phobia.

7. Explain process (closed eyes/imagery) done in a safe place in the client's mind, where you will be able to imagine the phobia without it having to physically experience it.

8. Have the client close their eyes, and then imagine sitting in a cinema and looking at a blank screen. Have them imagine that they float out of their body into the projection booth, so that they can see themselves sitting in the cinema looking at the screen.

9. Start the film just before they have the response and ensure they include the triggers, and have them watch themselves, watching themselves on the screen experiencing their phobic response in the movie running normal speed in black and white. Ensure you let them get to the end of their film (do not detail the phobic response directly) – "When you get to the end of the film let me know."

10. "When the movie comes to the end, have the screen go blank (or white it out) and let me know."

11. Have them associate into the movie (as the star/into the image/be the character in the movie etc.) and make the film run backwards at high speed and in colour back to the start – "When you get to the beginning let me know." and then have the screen go blank (or white it out) and let me know.

12. Repeat steps 7 through 10 until the kinaesthetic response has totally gone or test to see if it's gone (eyes still closed), otherwise continue to repeat. After a few times the process can be speeded up.

13. "Eyes open and welcome back."

14. Check for phobic response.

15. Go to the future and get them to imagine a time when they would have had the phobic response, "Notice how different it feels, notice how it's different (pause), it is different?"

16. "Seal those thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever"

17. Check ecology and if necessary use a swish pattern to install a new appropriate behaviour.

## General Reframes

**Learning**

"What is there to have learnt from this event, the learning of which will allow you to easily let go of the emotions? Won't it be better to preserve the learnings than the emotions? If you let go of the emotions and preserve the learnings you will have learnt what you needed."

**Protection/Safety**

"The negative emotion of (*state*) doesn't protect you." (If you're working with fear or anger, mention flight or fight). "In fact, negative emotions aren't safe for the body. Each negative emotion can contribute to the following types of health problems:"

i. Anger: Heart attack, heightened cholesterol
ii. Sadness: Weakened immune system, depression
iii. Fear: Excessive stress, PTSD, phobia
iv. Guilt: Lowered healing energy
v. Conflict: Cancer

**Prime Directives**

"Not letting go of this emotion is in direct conflict with the highest prime directive of the sub-conscious mind, which is to preserve the body. This emotion, though getting results, does not preserve the body – it hurts the body. Wouldn't it be better to let go of the repressed emotion and get the same results in some other way?"

Note: the presuppositions of NLP are great learnings:

1. Everyone has a unique model of the world;
2. respect your client's model of the world;
3. The map is not the territory (the words we use are not the event);
4. People are not their behaviours;
5. The meaning of all behaviour is dependent upon the context it exists in;
6. All behaviour has a positive intention;
7. The most important information about a person is that person's behaviour;
8. Everyone is doing the best they can with the resources they have available;
9. There are no unresourceful people, just unresourceful states;
10. Everyone has all the resources they need to succeed and to achieve their desired outcomes;
11. The person with the most flexibility in their behaviour will have greater influence over others;
12. There is no failure, only feedback;
13. Everyone is in charge of their mind, and therefore their results;
14. The meaning of communication is equal to the response you get;
15. Resistance in a client is a sign of lack of rapport;
16. All procedures should be designed to create choice and promote wholeness.

# Getting Rid of a Problem

**Overview**

This process can be used for single negative emotion, behaviours, or complex problems in situations that involve more than one emotion. The key is the client's ability to get in touch with the whole problem. Technically, the technique works by lighting up and removing the boundary conditions of the problem, thus dissolving it into the void.

**Process**

1. Teach the client how to go into Expanded Awareness and anchor it.

2. Elicit the problem "What is the problem?" Have the client talk about the problem and ask them to "get in touch with how you know you have that as a problem?"

3. "Now go into Expanded Awareness." Fire off anchor. Calibrate for integration.

4. (Optional) Suggest they preserve positive learnings (if there are any).

5. Repeat Steps #2 – 3 until the client can no longer access the problem.

6. Test and Future pace. Elicit new options.

# Smart Goals/Outcomes

| | | Questions |
|---|---|---|
| **S** | Specific | 1. What specifically do you want?<br>2. Where are you now?<br>3. What will you see when you have it?<br>4. What will you hear when you have it?<br>5. What will you feel when you have it?<br>6. How will you know you've achieved it?<br>7. What will this outcome get for you?<br>8. What will this outcome allow you to do?<br>9. Is this outcome only for you?<br>10. Where do you want to achieve this?<br>11. When do you want to achieve this?<br>12. How do you want to achieve this?<br>13. With whom do you want to achieve this?<br>14. What resource do you have now?<br>15. What resource do you need?<br>16. Have you done (had) this before?<br>17. For what purpose do you want this?<br>18. What will happen when you get it?<br>19. What won't happen when you get it?<br>20. What will happen if you don't get it?<br>21. Is it a promise? |
| | Simple | |
| **M** | Measurable | |
| | Meaningful | |
| **A** | As if Now | |
| | All Areas of Life | |
| **R** | Realistic | |
| | Responsible | |
| **T** | Timed | |
| | Toward What You Want | |

**Checks**

1. Is goal stated in Positive terms?
2. Will the goal be initiated and maintained by the client?
3. Is there a clearly identifiable and achievable sequence of steps?
4. Is it ecological?
5. Is there more than one way to achieve the goal?
6. Does the outcome increase choice?
7. Obstacles occur only when you start to move towards your goal.

**Areas of Life**

1. Career
2. Family
3. Health & Fitness
4. Personal Development
5. Relationships
6. Inner Being (Spirituality)

# Like to Dislike Script

**Process**

1. "Can you think of something that you like but wish you really did not? Good – what is it? As you think about that, do you have a picture?"

2. Elicit sub-modalities

3. Break state

4. "Can you think of something that is similar, but which you absolutely dislike? For example, ice cream and yogurt are similar but different?"

5. Elicit sub-modalities (the driver(s), most likely either location and/or association/dissociation, must be different, otherwise do another item)

6. Break state and do contrastive analysis on the two sets sub-modalities noting differences

7. Re-create the *like* picture and then amend using the sub-modalities that are different

8. Take the *like* picture and change the sub-modalities which are different

9. "Now, as you think about the *item* you used to like, how is it different now?"

10. Go to the future and get them to imagine a time when they would have associated with then *liked item*, "Notice how different it feels, notice how it's different (pause), it is different?"

11. "Seal those thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever"

# Linguistic Re-Sourcing

**Desired Outcome**

Directed questioning for a specific result.

**Clients**

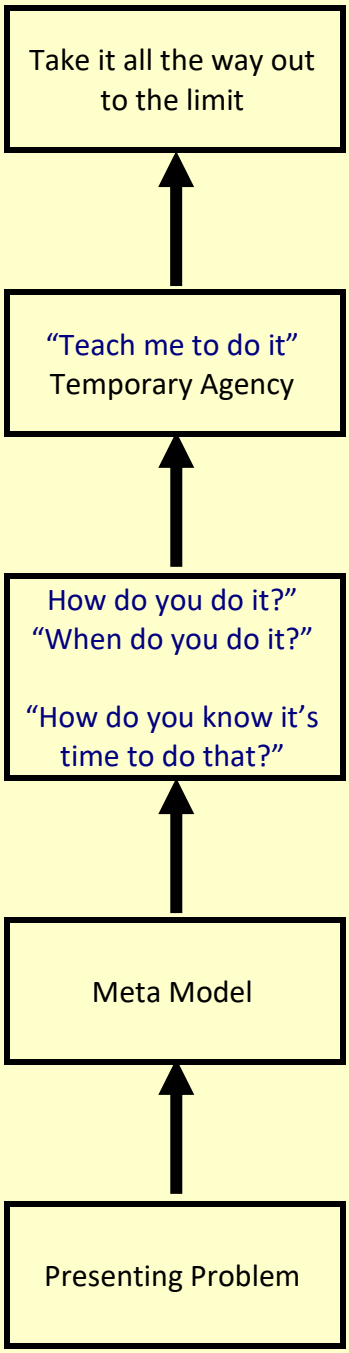
For clients whose realities are **Time** or **Space** (listen for when/where presuppositions).

**Process for TIME**

(for **SPACE** replace" when" with "where")

1. "What's the problem?"
2. "How do you know when it's a problem?"
3. "When did you decide that?"
4. "When don't you do it now?"
5. "What are you deciding then?"
6. "How is that different from how you were?"
7. "How do you know that, now?"
8. "What other changes would you like to make?"

# Logical Levels of Therapy


Take it all the way out to the limit
"Teach me to do it" Temporary Agency
How do you do it?" "When do you do it?"
"How do you know it's time to do that?"
Meta Model
Presenting Problem

Blow out the strategies. Blows out the sub-modalities.

Makes them the authority. Dissociated.

Associated/Strategies/Mind Reads/Temporal.

Give us the patterns.

Get the Cause & Effect and the Modal operators

# Phobia Demonstration

A phobia is a very intense kinaesthetic response to a trigger.

**Process**

1. Establish end test and calibrate initial response to phobic stimulus.

2. Understand the boundaries/severity of the phobia – what has to happen to have (*the phobia*).

3. "Okay, we're going to play a game called 'Teach me how to be (*the phobia*) '; I'd like to be able to know how to do it, act just like you, teach me how you do (*the phobia*)."

4. "What's the first thing that has to happen in order for you to be (*the phobia*), how do you know it's time to be (*the phobia*), what has to happen in order for you to get (*the phobia*), teach me how to do it.

5. "What's the first thing you do?" Get specific answer (VAK internal/external etc.). This is the first part of their strategy.

6. Feedback their answer from Step #5 but incorrectly.

7. Confirm and check they are able do (your incorrect answer from Step #6) and then ask "Would this give you (*the phobia*)?"

    i. If no "Well don't do that, whatever you do, don't do that okay? Don't (feedback incorrect answer) will you, as that won't allow you to have your (*the phobia*) will it?"
    ii. If yes you need to check they're at the first position and/or redo Step #6 so they can not have the phobic response.

8. "What's the next thing you do? Do you say something to yourself, see a picture (etc.)" Get specific answer (VAK internal/external etc.).

9. Feedback their answer from Step #8 but incorrectly.

10. Confirm and check they are able to (your incorrect answer) and then ask "If you (first incorrect answer) and then (next incorrect answer), would this give you (*the phobia*)?"

    i. If no "Well don't do that, whatever you do, don't do that okay? Don't (feedback incorrect answers) will you, as that won't work? It will stop the phobia from working!"
    ii. If yes need to restate the incorrect answers so they can not have the phobic response.

11. Loop through Steps #8 - 10 until full strategy has been gone through.

12. Repeat all the incorrect answers and confirm if they do all of these will they get (*the phobia*) "Are you sure?"

    i. If yes have them do a practice run of all the steps "Are you getting any (*the phobia*)? Are you sure? So the next time you could have your phobic response whatever you do don't do this okay? Don't do this!" Go to Step #13.
    ii. If no need to restate the incorrect answers so they can not have the phobic response and then repeat Step #12.

13. Apply test, and then check phobia completely gone.

# Meta Model III

**Desired Outcome**

Directed questioning for a specific result.

**Clients**

For clients whose realities that are either **Matter** (listen for what – nouns, nomilisations (process words that have been frozen in time making them nouns)) or **Energy** (how/why – model operators – necessity, probability, possibility).

**Process**

| | |
|---|---|
| **START** | |
| **P** | What's wrong? |
| **R** | |
| **O** | What caused this problem? |
| **B** | |
| **L** | How can you failed to have resolved this?<br>(Fully consider answer to this) |
| **E** | |
| **M** | How can you overcome (circumvent) the solution to your problem |
| **FLIP** | |
| **S** | What would you like to change? |
| **O** | |
| **L** | When will you STOP IT from being a limitation? |
| **U** | |
| **T** | How many ways do you know you have solved this? |
| **I** | |
| **O** | I know you are changing and seeing things differently. |
| **N** | |
| **CONFIRM** | |

# Negotiation Model (Linguistic Parts Integration)

**Desired Outcome**

To gain agreement between two parties (either different people, groups, or within one person).

**Preframe**

1. Both parties must be willing not to get exactly what they want;

    a. Are you both willing to make this work?
    b. Is this relationship worth saving?
    c. Are you committed to an outcome that works, or being right?
    d. What's more important – getting your way or keeping the morale of the team strong?

2. Mind read which is the more negative/less flexible/most in conflict and start with this.
3. Can be done separately or together.

**Process**

1. First person: "For what purpose do you want to….?" Keep chunking up until you get to a high level of "want".

2. First person: "So if you get (answer from #1), then however we do it is okay?" This is the conditional close.

3. Second person: "For what purpose do you want to….?" Keep chunking up until you get to the same level of "want" as from the first person.

    a. If response does not "match", repeat steps #1 and #2 to get higher level of "want" with first person until a match is achieved, or if a match still not found
    b. Repeat step #3 with second person until match achieved, or if a match is still not found
    c. Go back to 3a) and keep looping until match achieved and then go to step #4.

4. Second person: "So if you get (answer from #1), then however we do it is okay?" Conditional close.

5. Use agreement frame to get high level agreement with both parties (this can be either their original starting point and the matched "want", or just the matched "want").

6. Chunk down to a solution only as quickly as you can maintain agreement.

a. If resistance is met, chunk up and then go lateral, and then chunk down again.
b. Keep using the agreement frame.
c. Time is not critical (unless it is!)

# Part(s) Integration

**Process**

1. Explain that the process may be repetitive and ask seemingly annoying questions.

2. Identify the conflict – make sure there is an obvious problem part (try it on – be devil's advocate/sceptical) – if not convinced ask "How's that a problem?"

3. Once convinced acknowledge: "Okay – I can see that's a problem"

4. "Is it okay for your sub-conscious mind to allow this to be no longer a problem for you and also for you to be consciously aware of that?"

5. Bring problem part out on hand first and ask: "Part of you wants to (*state part's intention*), would that part like to come out on one of your hands?"

    i. Yes: have the client hold out their hands.
    ii. No: ask: "Could it?"

6. Ask: "Does the part look like anyone you recognise or sound like someone you know or feel like someone you're familiar with?" If the client says no ask: "Could it?"

7. Ask: "Is the part willing to talk to us?"

8. Find the part in most conflict with the first part – this is the whole. "Can you find the part inside that is in most conflict with this part? Its opposite number, the flip side of the coin?" If the client says no ask: "Could you?"

9. Say "Could that part please come out on your other hand?"

10. Ask: "Does the part look like anyone you recognise or sound like someone you know or feel like someone you're familiar with?" If the client says no ask "Could it?"

11. Ask: "Is the part willing to talk to us?"

12. Position arms in the correct position – elbows slightly out and in front of body.

13. Explain: "This process may seem repetitive and maybe even seem annoying to you and the part, but it will make significant change – is that okay?"

14. Start with the problem part "Can we ask this part, what is its highest intentions?"

15. Note this and the answers to the following:

    i. "How is that a problem?"
    ii. "For what purpose?"
    iii. "What does that do for you?" Make sure the client stays associated.
    iv. "What is the highest intention of that?"
    v. "What would that give you?"

16. Keep repeating Step #15 until the part loops.
17.
18. Once looping, chunk up on all the previous answers to break the boundary: "What would all of these things - (*list*) - putting all of these things together what is their highest intention?"

    i. If the part goes back to a previous answer redo Step #17 until the part breaks the boundary.
    ii. If the part dissociates (which means it's close to the boundary) bring back to associated: "And if you were to get (*the outcome*), what would it do for you?"

19. Once the boundary is broken go up one or two more levels.

20. Question the other part to discover the same highest intention as the first part: "Can we ask the other part – for what purpose does this part want to be seen?"

21. Question until the intentions match:

    i. "For what purpose?"
    ii. "What does that do for you?" Make sure the client stays associated.
    iii. "What is the highest intention of that?"
    iv. "What would that give you?"

22. "So this parts highest intention is (*list*), and the other parts highest intention is (*list*). In other words, both of these parts want the same thing – that's great."

23. Integrate part with the rest of the sub-conscious mind:

    i. "Is it just me, or have you noticed that your hands are coming together?"
    ii. "As you notice your hands coming together, have these parts realised yet that they were once part of the larger whole?"
    iii. "If there are any other parts that were once part of a larger whole, you may join in as well."
    iv. "What positive attributes and resources does (*the good part*) have that the other part would like to have?"
    v. "What positive attributes and resources does (*the separate part*) have that the other part would like to have?"

24. Utilise hypnotic language skills:

    i. "Don't rush – let the parts join together in their own time and become one."
    ii. "When your fingers touch all becomes one."

25. Once hands come together, have the client slowly bring both hands together to their heart to symbolise the re-uniting of the parts and integration into the whole.

26. With hands over the heart, make positive comments on choices, change etc. and let the client absorb this.

27. Test and future pace: "Close your eyes for me – can you think of an event in the future, an event which if it had happened in the past, you'd have experienced your old conflict and notice how its different now (pause), it is different?"

28. "Come back to now, but only as easily and as effortlessly as to allow all these changes to be permanent, sealed in, locked into your core self, and only when this is done open your eyes."

# Prime Concerns Elicitation

**Desired Outcome**

To change a behaviour or presenting problem.

**PART ONE: Starting, Changing, Stopping**

For our purposes in elicitation there are six possibilities that operate in conjunction with one another. In other words, a person will usually be best at one and worst at one. So there are two questions to use, and they should be asked in order.

**Process**

1. First question: "What are you best at – starting things, changing things, or stopping things?"

2. Second question: "What are you worst at – starting things, changing things, or stopping things?" Note answer and apply against list below:

    a. The person who's worst at starting things will have trouble being who they want to be ("Why can't I be who I want to be?") = BEING.

    b. The person who's worst at changing things will have trouble doing what they want to do ("Why can't I do what I want to do?") = DOING.

    c. The person who's worst at stopping things will have trouble having what they want to have ("Why can't I ever have what I want?") = HAVING.

3. Third question:

    a. If BEING: "So who is it that you are not being that you want to be?"

    b. If DOING: "So what is it that you are not doing that you want to do?"

    c. If HAVING: "So what is it that you do not have that you want to have?"

4. Note answers. Either the third question is their prime concern, or the answer from this question is, and this will give you more specifics on what is missing.

# PART TWO: The Ecstatic State Elicitation

In looking for a Prime Concern, we are not really looking for the ecstatic state, we are looking for the non mirror-image reverse of the ecstatic state. This elicitation will provide a tremendous amount of information.

**Process**

1. First question: "Can you remember a time when you were totally ecstatic? Do that right now please."

2. Second question: "As you remember a time when you were totally ecstatic, what was present in that state that's not usually present?" Note the exact words the client gives you – make sure the client is fully accessing the state.

3. Third question: "What was missing that's usually present in your normal, usual, working state?" Note the exact words the client gives you – make sure the client is fully accessing the state.

The answer the client gives to #2 and #3 will give you a level of words that are either Prime Concerns or leading to Prime Concerns e.g. being alone – lonely – scared – needing someone.

# PART THREE: Prime Concerns

This is best used for behaviours, not non-behaviours.

**Process**

1. From the list gathered look for significant, analogically marked (unusual) words.

2. Pace the problem then feed back the responses (remember that the words that fill the blanks serve as embedded commands, so it's important they are positively stated):

    a. "Anything less than (*the opposite of the problem*) isn't (*the intention of the problem*) isn't it"

    b. See if the neural networks are activated; the client will probably say "What?"

    c. Use Cartesian Logic: "So it's not just about (*the intention of the problem or other keywords*) isn't it." Repeat using different questions/words (5, 10, 20! Times) going across the threshold and boundaries and look for a shift.

3. Resolution:

    a. The problem disappears;
    b. They can't hear you;
    c. Parts integrate;
    d. Boundaries disappear;
    e. Capacity of words to act as linguistic markers disappears.

4. Test and Future Pace.

## Releasing Attachments

### Overview

Since in Quantum Physics, the whole contains the part and the part contains the whole, every desire contains the potentiality of its opposite in its essence. Every time we 'want' something, there is an inherent potentiality of not being okay with not having that. This technique can be used to get rid of desires that cause us to lose our balance and to be less than totally centred.

Paradoxically, by dissolving the desired outcome in the void, you may actually enhance it happening spontaneously.

### Process

1. Teach the client how to go into Expanded Awareness and anchor it.

2. Elicit the problem desire. Have the client talk about the problem desire and ask them to "get in touch with how you know you want that".

3. "Now go into Expanded Awareness." Fire off anchor. Calibrate for integration.

4. Loop Steps #2 -3.

5. (Optional) Suggest they preserve positive learnings (if there are any).

6. Repeat Steps #2 – 3 until the client can no longer access the problem.

7. Test and Future pace. Elicit new options.

## Representational System Preference Assessment

### Overview

For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

1. Least descriptive of you
2. Somewhat describing you
3. Next best description
4. Closest to describing you

Please answer as you are, rather than what you would like to be!

### Questions

1. I make important decisions based on:

   _____ gut level feelings
   _____ which way sounds the best
   _____ what looks best to me
   _____ precise review and study of the issues

2. During an argument, I am most likely to be influenced by:

   _____ the other person's tone of voice
   _____ whether or not I can see the other person's point of view
   _____ the logic of the other person's argument
   _____ whether or not I am in touch with the other person's true feelings

3. I most easily communicate what is going on with me by:

   _____ the way I dress and look
   _____ the feelings I share
   _____ the words I choose
   _____ my tone of voice

4. It's easiest for me to:

   _____ find the ideal volume and tuning on a stereo system
   _____ select the most intellectually relevant point in an interesting subject
   _____ select the most comfortable furniture
   _____ select rich, attractive colour combinations

5. I am very:

_____ attuned the sounds of my surroundings
_____ adept at making sense of new facts and data
_____ responsive to colours and to the way a room looks
_____ sensitive to the way articles of clothing feel on my body

# Representational System Preference

1. Copy the answers from the previous page to here.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | **K** | 2. | **A** | 3. | **V** | 4. | **A** | 5. | **A** |
| **A** | | **V** | | **K** | | **Ad** | | **Ad** | |
| **V** | | **Ad** | | **Ad** | | **K** | | **V** | |
| **Ad** | | **K** | | **A** | | **V** | | **K** | |

2. Place the results from Step #1 into the Matrix.

| Questions | V | A | K | Ad |
|---|---|---|---|---|
| **1.** | | | | |
| **2.** | | | | |
| **3.** | | | | |
| **4.** | | | | |
| **5.** | | | | |
| **TOTALS** | | | | |

3. The comparison of the total scores will give the relative preference for each of the four major representational systems.

# NLP Technique: Six Step Reframe

**Process**

1. Identify the behaviour to be changed (can be kept secret by client).

2. Request an honest involuntary yes/no signal to be shown recognising that you are not taking behaviours away as they have positive intention.

    i. Invite unconscious for the signal;
    ii. Watch closely for signal;
    iii. Thank the unconscious when the signal is received; and then
    iv. Confirm that the unconscious has a positive intent for using the behaviour and thank it for this.

3. Check that signal is an honest involuntary signal.

    i. Ask unconscious to signal again;
    ii. Watch for signal and thank when received; and then
    iii. Ask client to thank unconscious for its positive intent for using the behaviour and thank it for this.

4. Ask the unconscious if it is willing to share what the positive intention of the behaviour is, and if yes when?

    i. If the answer is yes, gather the info and check this is the real intention – if told no that's okay.

5. Ask the unconscious if it is willing to generate five alternative behaviours for achieving the positive intent (at least as successful if not more successfully than the current one) – yes or no?

    i. If yes, ask the unconscious to generate the 5 alternatives and let you know when this has been done;
    ii. If no, ask the unconscious if it is willing to consciously let you know why?

6. Ask the unconscious to take responsibility for choosing & testing one of the new behaviours (e.g. for two weeks). Check that the 5 alternatives are at least as good as the old behaviour or if there any objections to them – revert back to #5 if required and ask it to create 5 alternatives that are.

7. If the new behaviour is satisfactory, it can remain. If not, the unconscious can either try one of the remaining alternatives, or revert to the original pattern.

8. Ask the unconscious if there is any objection to the new approach. If okay, allow the changes to integrate inside (the client may not know what the changes are as this is being done at the unconscious level).

9. Future pace - look into the future now and notice how the new, more successful behaviours, have helped you achieve goals and change your life.

# Strategy Design & Installation

## Strategy Design

### Definition

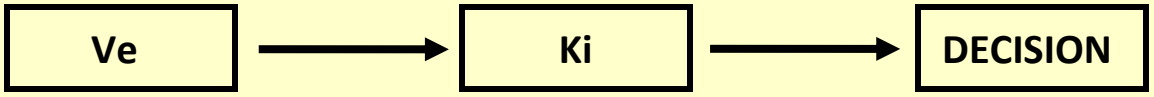
The process of creating or modifying a strategy to produce more choices in one's life.

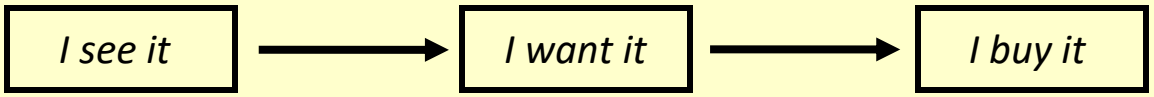
### Process

5. Identify the missing element of the strategy, or the lack of strategy.
6. Ask yourself "What would need to happen in addition or in place of this, in order for the problem to no longer be a problem?"
7. Design the new strategy with the answer from Step #2.

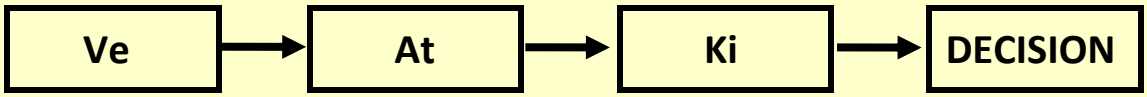
### Example

A client may have the decision-making strategy below when they go shopping. As a result, they become a compulsive shopper and buy things all the time that they don't really need.




By inserting an **At** of the voice of someone they respect saying something such as "Remember, only fools spend foolishly" (if they have a moving Away Direction Meta Program), or "Remember, a wise investor spends wisely " (if they have a moving Toward Direction Meta Program).




### Helpful Hints

1. The client must have a well defined representation of the outcome in order for it to be a well designed strategy – see Keys to Achievable Outcomes and Meta Model (Practitioner Manual).

2. The strategy should use all three of the major representational systems i.e. V, A, and K.

3. There should be no two-point loops as this becomes a synaesthesia (such as a V-K synaesthesia ”I want to see how I feel”) which loop round too quickly, so it becomes harder to exit the strategy.

4. In many cases you will want to create an external check. This will prevent Ad feedback loops i.e. they talk themselves in and out of the decision.

5. The strategy should have a test, and part of the test should be a comparison of the present state and the desired outcome. This is best done through each step having specific sub-modalities that are very specific.

6. Install as few steps as possible.

7. The strategy should leave the client with more choice in life, not restrict them from options.

8. Take into account the Direction Meta Program (Toward/Away).

# Strategy Installation

**Definition**

The process of installing a created or modified strategy for the purpose of offering the client more options in life.

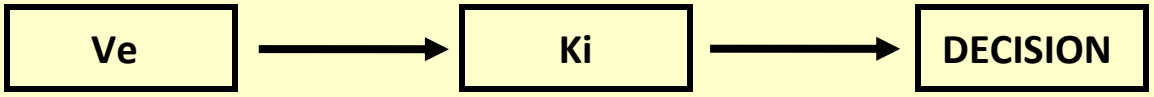
**Process**

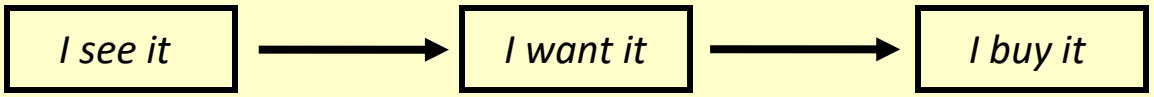
There are many techniques that can be used:

A. Chaining Anchors
B. Swish Patterns
C. Metaphors
D. Rehearsal (move eye patterns as defined by the amended strategy)

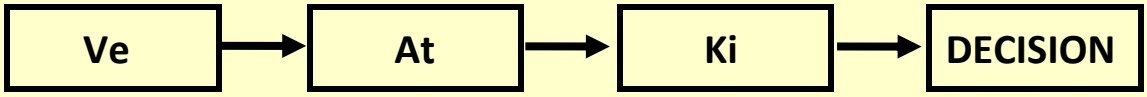
**Example**

A client may have the decision-making strategy below when they go shopping. As a result, they become a compulsive shopper and buy things all the time that they don't really need.




However, the strategy we want is below:




1. Anchor Ve to the first knuckle.
2. Anchor Ki to the third knuckle.
3. Anchor At to the second knuckle.
4. Chain the anchor (this can be done with Rehearsal)
5. Stack each component approximately three times.
6. Install chain approximately three times.
7. Test – fire first knuckle.

# Strategy Elicitation

## Overview

There are two ways two elicit strategies: formally and informally. In business, it is often easier to elicit a strategy informally, by simply watching a person's eye patterns and listening to their words. Often by simply asking how someone does it and they will run through their strategy. Both are shown below.

## Notation System

Below are the elements of a strategy and their shorthand notations

1. Visual (V)
   a. External (e) – remembered
   b. Internal (i) – constructed/imagined
2. Auditory (A)
   a. External (e) – remembered
   b. Internal (i) – constructed/imagined
3. Auditory Digital (Ad)
4. Kinaesthetic (K)
   a. External (e) – tactile
   b. Internal (i) – proprioceptive (meta – emotion)
5. Olfactory (O)
   a. External (e) – remembered
   b. Internal (i) – constructed/imagined
6. Gustatory (G)
   a. External (e) – remembered
   b. Internal (i) – constructed/imagined

## Eye Patterns

Below are the patterns as you look at a person.

# Informal Elicitation

**Process**

Ask any of the following:

a. "Where did you…?"
b. "How did you…?"

**Notes**

1. Watch for the 'look to talk' rule with eye patterns.
2. An Ad at the start may be the client repeating the question.
3. A Vi at the start is probably really a Ve; if it is a Vi the question is how is the client constructing it? In some cases you will see a Vi/Ve (or vice-versa) which indicates a comparison.
4. When asking questions be non-directive.

# Formal Elicitation

**Process**

1. **Gain Rapport**
   If the client is not in rapport with you, they may not be willing to tolerate the questions that follow.

2. **Set the Frame**
   You want to set a softening frame to prepare the client for the questions that follow such as "You know, as we sit here talking about your business, I'm really motivated to ask you some questions that will allow me to serve you better. So I hope you don't mind if I ask you…"

3. **Get into the State you are Eliciting**
   For example, it is recommended you know someone's decision-making strategy prior to the time you want them to make a decision, so you could present information to them in a way that allows them to decide easily. To elicit their decision making strategy you would want to get into a decisive state – a state where you made a decision. If you are in rapport with them as outlined earlier, this will lead them into the state and make it easier for them to access their own decision making state.

4. **Formal Elicitation Script**
   A. "Can you recall a time when you we're totally (*strategy required*)?"
   B. "Can you recall a specific time?"
   C. "As you go back to that time now, what was the very first thing that caused you to be totally (*strategy required*)?"
      a. "Was it something you saw (or the way someone looked at you)?"
      b. "Was it something you heard (or someone's tone of voice)?"
      c. "Was it the touch of someone (or something)?"
   D. "What was the very first thing that caused you to be totally (*strategy required*)?"
   E. "After you (saw, heard, felt) that, what was the very next thing that happened as you were totally (*strategy required*)?"
      a. "Did you picture something in your mind, say something to yourself, or have a certain feeling or emotion?"
   F. "What was the next thing that happened as you were totally (*strategy required*)?"
   G. After you (*list previous*), did you know you were totally (*strategy required*)?". If no, go back to Step E a).

**Note:** make sure the client is in a fully associated state. This will help to ensure that eye patterns are more 'genuine' and they are less analytical during the process

5. **Anchor the State**
   This step and Step #6 are actually done during the process of Step #4. As the client is accessing the state, anchor that state to assist them in returning to the state a second or third time, perhaps even more if needed. Remember you can have them repeat this as often as you need so long as you have rapport established.

6. **Fire the Anchor**
   Each time you have them recall the state, fire of the anchor to assist them in accessing the information.

7. **Repeat**
   Repeat Steps #4 – 6 until complete.

8. **Elicit the Sub-modalities**
   In each component of the strategy there will be sub-modalities – these are how the nervous system either passes or fails the second test in the TOTE model.

**Helpful Hints**

In case you run out of ways to get into a strategy elicitation, here are some other things you can say:

"Has there ever been a time when you were really motivated to do something?" Motivation
"What is it like when you're exceptionally creative?" Creativity
"Has there ever been a situation in which you were exceptionally creative?" Creativity
"Can you tell me about a time when you were best able to do 'x'?" A Skill
"What is it like to 'x'?"
"Can you 'x'?"
"How do you 'x'?"
"Have you ever 'x'ed?"
"Would you know if you could 'x'?"
"What happens to you as you 'x'?"

Any of the above can be used to elicit either a formal or informal elicitation.

## SUBMODALITIES CHECK LIST

| Submodality | State #1 | State #2 | State #3 | State #4 |
|---|---|---|---|---|
| **Reference** | | | | |
| **VISUAL** | **Do you have a picture?** | | | |
| Black & White or Colour | | | | |
| Near or Far | | | | |
| Bright or Dim | | | | |
| **Location** | | | | |
| **Size of Picture** | | | | |
| **Associated or Dissociated** | | | | |
| Focussed or Defocused | | | | |
| Focus – Steady or Changing | | | | |
| Framed or Panoramic | | | | |
| Movie or Still | | | | |
| Movie – Fast Normal or Slow | | | | |
| Amount of Contrast | | | | |
| 3D or Flat | | | | |
| Angle Viewed From | | | | |
| # of Pictures | | | | |
| **AUDITORY** | **Are there any sounds that are important?** | | | |
| Location | | | | |
| Direction | | | | |
| Internal or External | | | | |
| Loud or Soft | | | | |
| Fast or Slow | | | | |
| Pitch – High Medium or Low | | | | |
| Tonality | | | | |
| Timbre | | | | |
| Pauses | | | | |
| Cadence | | | | |
| Duration | | | | |
| Uniqueness of Sound | | | | |
| **KINESTHETIC** | **Are there any feelings that are important?** | | | |
| Location | | | | |
| Size | | | | |
| Shape | | | | |
| Intensity | | | | |
| Steady or Changing | | | | |
| Temp – Hot Warm or Cold | | | | |
| Movement/Duration | | | | |
| Vibration | | | | |
| Pressure | | | | |
| Weight | | | | |

# Super Future Pacing

**Process**

1. Choose some goal that you want to achieve, some change you want to make that you're committed to. This is a powerful process, so I only want to use it to reinforce goals that you genuinely want! The next stage in the process involves imagining future scenarios, so it's best if you get someone to read it to you, or record yourself reading the steps with space in between for you to process.

2. Looking back to the present from this point in the future, notice what you have been doing, & how you have been doing it. It's OK if you can't "see" what you've been doing in the intervening period. Just asking the question will get you processing the answers at a conscious & an unconscious level. This creates a pathway between the present & the future.

3. Notice 3 or 4 particularly outstanding & convincing examples (specific accomplishments or behaviours) that really let you know that you've made this change. Examples help our brains to generalise. Just like your current expectations of yourself are built on past examples, we're creating a future expectations based on past-examples-to-be! Sneaky huh?!?

4. Send a message, resource or gift to that "you" back in the present, a vote of confidence from this future you that has already made these changes. It could be a message of encouragement ("You can do it!"), reassurance ("Everything's OK"), or motivation ("Pull your finger out and start taking action!") Once you've given the gift to that you back there in the present...

5. Return to the present & receive that message / gift / resource from that "you" who has already achieved this goal / made this change. If you're doing this physically, walk back to the place that represents the present moment & receive that message.

6. As you see your future opening big & bright before you, ask yourself "All of this, for what purpose? And in order to do what? And in order to do what?" As you allow the answers to come, continue allowing what you've been learning to integrate at every level in your neurology.

# Swish Pattern Script

Applied to change minor unwanted behaviours or states that are highly contextualised; installs new choices for a new way of life. Remember that the *state/behaviour* may have multiple triggers – must find the triggers.

**Process**

1. Elicit present state or behaviour: "How do you know it's time to (*state/behaviour*)? How do you know that's a problem for you? When you think of that (*state/behaviour*) do you have a picture? See the picture looking through your own eyes." Note: this trigger must be before they do the *state/behaviour* and not as they are doing it.

2. Elicit sub-modalities and visually intensify for the most positive kinaesthetic.

3. Break state.

4. Elicit desired state: "How would you like to (*feel/act*) instead? When you think of that (*feel/act*) do you have a picture?

    i. Behaviour – dissociated - "Good, now step out of the picture so you see your body in the picture."

    ii. State – associated - "See the picture looking through your own eyes."

5. Elicit sub-modalities. If necessary, assist client in adjusting the visual intensity of the desired state for the most positive kinaesthetic ("How could you make it more tempting (visual, auditory, kinaesthetic).)

6. Break state – explain the swish process using diagram if necessary.

7. "Now, can you take the old first picture, maybe see it on a screen? Make sure that you are looking through your own eyes."

8. "Good, as you have the old first picture on the screen, can you see the new picture in the lower left hand corner, small and dark? Note: if left handed swish from the lower right hand corner.

    i. Behaviour – dissociated - "Make sure you can see your body in the picture."

    ii. State – associated – "Make sure you are seeing this picture through your own eyes."

9. "Good, now have the picture explode big and bright, and have it explode up so that it covers the old picture, while the old picture shrinks off into the distance, and do that as quickly as ssswwisshh."

10. "Okay ssswwisshh." Note: check the client's physiology.

11. "Open your eyes, now close your eyes."

12. Repeat steps seven through eleven (5 – 30 times) until the unwanted state/behaviour is not accessible using less and less dialogue and getting quicker and quicker so in the end their conscious mind cannot keep up.

13. Test - "Close your eyes, can you see the old picture?"

    i. No – go to step fourteen.

    ii. Yes – repeat steps seven through eleven.

14. "Now, go out to a time in the future *when the state/behaviour would have occurred* - what are you doing? Notice how different it feels, notice how it's different (pause), how is it different?"

15. "Seal those thoughts in your mind, like the lid on a Tupperware container, locked in your sub-conscious mind forever"

# Public Speaking

## Talk to a Friend

### Introduction

Many of us find speaking in a public at best an uneasy proposition, at worst a nightmare to be endured; but it need not be this way. For most, we have taught ourselves this fear, and by repeated association allowed this fear to grow and gain strength until it can completely overtake rationale thinking. However, what can be taught (the fear) can easily be untaught.

This document deals with one simple solution to help when we are in the process of having to speak; it's called 'talk to a friend'.

### Rapport

When we talk to each other, a fundamental strategy to being a good communicator is that we have rapport with the person or audience we are communicating with. By definition, rapport means harmony, conformity, accord, affinity etc., and once rapport is achieved, at the unconscious level a bond is created between us. This bond is very strong, and has a powerful effect on both the communicator and the person or audience being communicated with, and all good speakers either have this as a naturally ability or have been taught to utilise this skill.

So how do we create rapport? When communicating, it is easy to think that the actual words themselves will create the bond we desire, but in reality they are the least important element. The bullet points below show the three key facets, and perhaps surprising, the percentages represent their importance in gaining rapport:

- Words (7%)
- Voice Quality: tone, timbre etc. (35%)
- Physiology: posture, gestures, facial expressions, breathing etc. (55%)

To prove this point, next time you are talking to a friend, colleague etc and are making a (non contentious!) point, nod your head positively several times as you say the words, and you find the person you are talking to will respond by nodding their head too. This simple exercise shows you have rapport, gained non-verbally, and this dramatically increases the responsiveness that person will have towards you.

So we now understand that our physiology is fundamental in gaining rapport and creating the bond we require to be an effective speaker. But, there is another key benefit to us as the speaker: by gaining rapport our unconscious mind instantly knows that the person we

are talking to is supporting us, and this automatically triggers this part of our mind to send out re-assuring signals, allowing us to relax and gain confidence.

**Talk to a Friend**

This model is based on the information above, and is a very simple and easy way to create rapport with (initially) one member of the audience, and in return relax and gain confidence. When about to speak, employ the following model:

1. Find a friend in the audience whom you trust and know will support you;
2. As you are about to speak, take a **deep breath** and **smile**;
3. As you start to speak, **focus** on your selected friend only (do not do any form of room scan);
4. Attempt rapport by **smiling** at them, **nodding** your head, whatever is sensible to what you are saying;
5. Do not stray from your friend until rapport is created (e.g. you get a reciprocal reaction as a return smile, nodding of the head etc.);
6. With this rapport, you **know** the model is **working**;
7. Only then look at another section of the audience briefly and then return to your friend;
8. Check for rapport again;
9. Once confirmed, select another friendly member of the audience and gain rapport;
10. Return to your friend confirming rapport again;
11. Repeat steps #8 - #10 until you have rapport set-up with several members of the audience and only then deploy your normally scanning process, going back to your selected 'friends' as required.

This simple model may seem a lot to remember but in reality it is very easy: find a friend – get rapport – move on and then start again. As with all things, practice makes perfect, so utilise this technique whenever you can; one-to-one conversations is a great way to start. And if rehearsing your speech, build the model into the rehearsal and add a reminder in your notes to 'Talk to a Friend'.

# The Decision Destroyer

**Desired Outcome**

Directed questioning for a specific result for a decision made in the past that now longer serves them.

**Clients**

For clients whose realities are **Time** (listen for when presuppositions) and the client says "I've already decided".

Note: this process requires rapport!

**Process**

1. Elicit problem and then pace. Get the client back to the decision.
2. "Where were you when you were deciding that?"
3. "…just before that, where were you?"
4. "NOW, as you think about your present situation in life, notice how many options you have, now."
5. "Think of that problem and notice how you feel now."
6. "As you think about the next time you may do (from the limiting decision), knowing what you know now, notice how much better you feel, not doing it."

# TFT – Thought Field Therapy

With 2 fingers of your right hand tap the following acupuncture points 10 times whilst thinking about a craving e.g. food, smoking, gambling etc.

1. Take a reading of your craving from 1 – 10 where 10 is severe craving and 1 is mild craving
2. Tap above left eye
3. Tap below opposite eye
4. Tap left collarbone
5. Tap under the left arm
6. Tap side of left hand (Karate chop)
    a. Think about what it was you were craving
7. Tap back of left hand
8. Close Eyes whilst tapping back of left hand
9. Open Eyes whilst tapping back of left hand
10. Keep head still and look down to the right whilst tapping the back of left hand
11. Keep head still and look down to the left whilst tapping the back of left hand
12. Tap back of left hand
    a. Keep thinking about that craving
13. Rotate eyes 360 degree still tapping back of left hand
14. Rotate eyes 360 degree in opposite direction whilst still tapping back of left hand
15. Hum a couple of bars of Jingle Bells – fast whilst still tapping back of left hand
    a. Jingle Bells, Jingle Bells, Jingle all the way
16. Count from 1 to 5 still tapping the back of your left hand
17. Tap above the left eye again
18. Tab under the opposite eye
19. Take a new craving reading

This is not a distraction technique as it is not possible to get back the feeling afterwards

# Time Scramble

**Desired Outcome**

Directed questioning for a specific result.

**Clients**

For clients whose realities are **Time** (listen for when presuppositions).
Note: do not use with grumpy clients!

**Process**

1. Elicit problem.

2. "Go inside and try in vain to have the same problem?"

3. "It was a terrible problem wasn't it?"

4. "What would it be like when you have made those changes, now?"

5. "In the future, as you look back and see what it was like to have had that problem…., as you stop thinking about it now, if you could make this change for yourself so that you could STOP…., having made that change and see yourself now."

6. "Do you like the way you look if you could make that change and look back at yourself having made that change now!"

# TLT - If a Client Abreacts

It is not unusual for clients to associate into a traumatic memory during a Time Line therapy technique, and there are other techniques that actually associate clients into traumatic events on purpose. Unlike these techniques, it is not the intent of Time Line Therapy to associate the client into a traumatic memory; however, it is not unusual, so if your client associates into an unwanted memory here is what to do:

1. "Where are you?" If the client is feeling the emotions, the client is in the event.

2. Whatever the clients says: "Good, just get up above the Time Line so you are looking down at the event."

3. Pause: "Are you above the Time Line?"

    i. If no, go back to Step #2.

    ii. If yes say "Good, now make sure you are above the event but before the event, and you are looking toward now." Pause: "Now where are the emotions?"

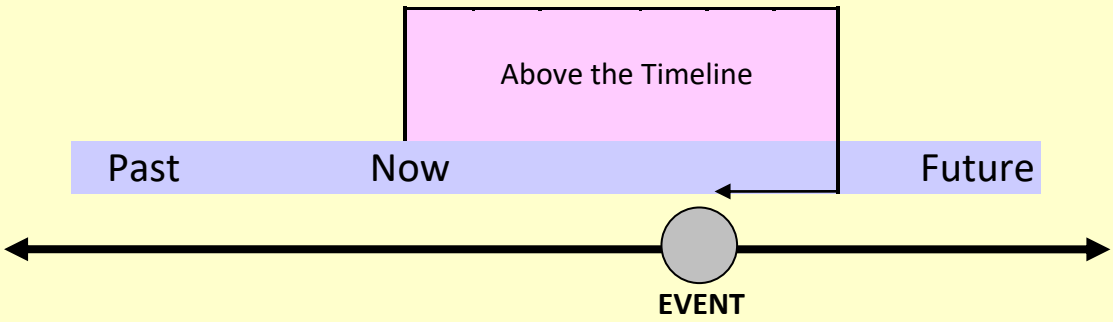
Sometimes, although you need to be patient, you have to be quite forceful or authoritarian to get the client above the Time Line. Remember, it is important for the client's comfort to get them out of the traumatic memory as soon as possible. While we say that negative emotions are good, it is also not good to hold on to the emotions. If the client remains associated it just strengthens the emotions.

4. If Steps #1 – 4 do not work then stand up and clap your hands over the client's head and say "Open your eyes and look up at the ceiling – keep your eyes up." When the client's eyes open, go back to Step #2.

5. If Step #4 does not work, stand up and say to the client: "Stand up and walk with me." Then walk the client around the room at high speed while you do the process again with the client walking.

6. Depending on the client's state, you may also need to use the Fast Phobia model.

# TLT – Anxiety




Note: anxiety may be the result of fear which has not been released, and if so always release the fear first.

1. "Float up above your Time Line, and go out into the future to a time 15 minutes after the successful completion of the event about which you thought you were anxious. Tell me when you're there."

2. "Good. Turn and look towards now along the Time Line.

3. "Now, where's the anxiety?

4. If the anxiety does not disappear, then reframe: "I know that there's a part of you that thinks it's important for you to have some anxiety to motivate you, and I agree that it's important for you to be motivated. The problem is that anxiety is not good for the body. Are there other ways that would be okay for you to motivate yourself, and let the anxiety go?" Ensure these are expressed and then go back to Stage #1.

5. "Come back to now."

6. If desired, test by having them think about what used to make them anxious, and notice that the feeling is emotionally balanced or flat.

# TLT - Determining Limiting Decisions

When doing Time Line Therapy techniques, we will work mostly with eliminating the client's past negative emotions and limiting decisions. It is important to determine the difference between these two modalities of intervention. Generally, anything that is not a negative emotion is a limiting decision. There also some additional criteria for determining a limiting decision which are when it is described as:

1. Anything You Can't Feel. If the description the client gives you is something which when you try it on is something you cannot feel without hallucinating substantially, then you are working with a limiting decision. "I just don't feel happy" for example, is the result of a limiting decision.

2. Negations. As in the above example, anytime you hear a negation describing anything, which might be a negative emotion, you should be looking for a limiting decision. Examples include: "I'm not capable" or "I don't feel loved" or "I can't make the kind of money I want."

3. Comparatives. Whenever you hear a comparison, such as "I wish I could make more money" treat it as a limiting decision. Comparatives include statements such as "I have low self esteem" or "I'm not good enough" or "I want to feel better about myself."

4. All Dysfunctional Beliefs. What is not obvious is that any time we have a limiting belief we must have a limiting decision which preceded it. Each time in the past when you adopt a limiting belief, a limiting decision preceded that acceptance. A limiting decision preceded even the beliefs that were adopted from other people. If a client says "I don't believe I can do it" the practitioner should say "When did you decide that?"

5. Physiological Issues. Many issues that result in physiological symptomology have their roots in decisions (this includes all physiological issues that look like disease).

6. Accidents. Many events in the client's past are the results of decisions that the client made which preceded the event. Even if this is not true, when the client accepts their creation of a past "accident" then the client can un-choose the event and thus change their future.

7. Cause. When a client is not at cause for an emotion a limiting belief is present.

# TLT - Discovering the Initial Sensitising Event (ISE)

Note: this is done before the client is above the Time Line – it increases unconscious trust and co-operation. For a limiting decision, ensure client is at cause; if not then ask for the limiting decision that caused this limiting decision.

1. "Is it alright for your unconscious mind for you to release this (*emotion or limiting decision*) today and for you to be aware of it consciously?" If they say "No" you need to reframe.

2. Find the ISE: "If you were to know what the initial event of this (*emotion or limiting decision*) was, the root cause of this (*emotion or limiting decision*), the first event, which when disconnected will cause any and all (*emotion or limiting decision*) to disappear from your past present and future, if you were to know, would you say that initial event was before, during, or after your birth?"

   Note: if the client says they don't know the root cause say: "I know you don't, but if you did, take whatever comes up, trust your unconscious mind."

   Note: if the client says it's always been there say: "I know, go back fifteen minutes before it's always been there."

   - Before: "In the womb or before?"

     - Womb: "What month?"
     - Before: "Was it a past life or passed down through the generations?"

       - Past Life: "How many lifetimes ago?"
       - Genealogically: "How many generations ago?

       Note: if the client says both, work with the earlier one first and then the later one.

   - During: okay

   - After: "If you were to know, what age were you?"

3. Note answer.

## TLT - Elicitation of the Time Line - Version #1

This is done with the client awake, not in trance, increasing unconscious trust and co-operation.

"We're going to play a game now called trust your unconscious mind – okay? If you were to trust your unconscious mind and just ask it in what direction your past is, I imagine you'd be able to point in that direction. It might be to the left, or right, or behind you, or in front of you, or upward, or downward, or it could be at an angle – in some direction from you in relation to your body. And I'm not so concerned with what you consciously think the correct answer is, I just want you take the first thing that comes to mind. So just go ahead and trust your unconscious mind and point to the past"

Always note all analogue behaviour in elicitation.

"And your future, what direction would you point if I asked your unconscious mind, where's your future?"

"And if you were to point to where right now is, where would that be?"

"Now, if you were to connect the past to the present, and then the present to the future, notice how that implies a line? That's your Time Line."

If they say NO: "Well, could you notice that?"

If they still say NO: "Is your past arranged by location, for example, where you lived?" If they confirm this: "How would it look if, for the purposes of this process, it were stretched out in a line?

Remember: Time Line therapy is not only a visual process, it can be done auditorally or kinaesthetically as well.

"Good, now when I say line, I don't mean to imply only visual, because in a moment I'm going to ask you to float up above that line, and however you float up above your Time Line is perfect. So, can you just float up above your Time Line?"

NOTE: as you elicit the Time Line, realise that however your client does it (how they organise the past and the future) is perfect for your client. Make no value judgements about the organisation of your client's Time Line, but you certainly want to identify if it works for your client.

If there are two or more Time Lines, say "Which of these Time Lines would be the best to use to cause the most pervasive and long lasting change to occur?"

# Elicitation of the Time Line - Version #2

NOTE: only use if version #1 does not work.

Maintain the relationship and communication with the unconscious mind so as to discover the unconscious storage and organisation.

1. "Can you remember something that happened one week ago?"

2. "Good, as you do, can you notice where it comes from?" (Alternatively, since some clients can't notice where a memory comes from, they can notice where it goes to).

3. Repeat steps 1 & 2 for one month ago, one year ago, five years ago, and ten years ago.

4. Now, repeat steps 1 & 2 for the future, for one month, one year, five years, and then ten years.

5. Now ask the client "Do you notice that this arrangement implies a line, or some linear arrangement of your memories? That's your Time Line"

The arrangement may be linear or it may not. Allow your language and your behaviour to be non-directive so as to discover and not install the Time Line for your client.

# TLT - First Test of the Elicitation

Eyes closed.

"Now, would you bring to mind your Time Line?"

Remember: Time Line techniques are not only a visual process, they can be done auditorally or kinaesthetically.

"Good, now when I say line, I don't mean to imply only visual, because in a moment I'm going to ask you to float up above that line. When I say float, you may do this visually, or you might float on the wind, or float in the bath tub, however you float up above your Time Line is perfect. So, can you just float up above your Time Line?"

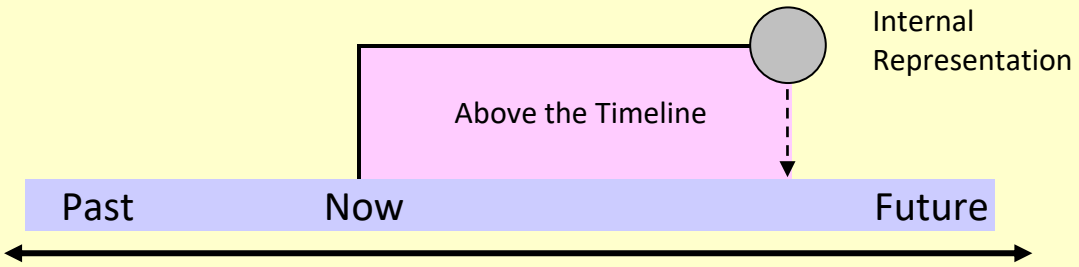
Check how they are doing this and if the client is doing the process visually: "Make sure you are looking through your own eyes."

"Now, remaining above your Time Line, just float back into the past (*pause*) – are you there? Good, so you can do this quite fast then! Okay, now float out in the direction of your future, past the present and into the future… just float all the way out into the future and keep going, go so far that you go all the way out into the future, way beyond now (*pause*) – are you there? Great, you're doing just fine… now I want you to float all the way back to now and when you get back to now, just float directly above now and let me know when you're there (*pause*).

Wonderful, now I want you to just float up even higher and higher now (if the client is afraid of heights, you may suggest that they don't float up higher but the Time Line floats further down or away), just keep floating so high that your entire Time Line seems to be only one inch long (*pause*). And as you look at that Time Line so far away, I want you to just imagine placing your hand in between you and your Time Line, and notice how with the wave of the hand, all your problems, concerns, and worries can just disappear. For you see, you are not your problems…your problems exist in your Time Line, you do not. Now at any given time throughout the day, you may find yourself wanting to just relax and get away… so just know that you can return to this place and time of solitude anytime you wish by just floating above your Time Line and going so high that you can place your hand in between you and your Time Line. For now though, it's time to return to now, so just bring your Time Line back into your awareness and come back to down to now easily and effortlessly. Come all the way back down to now, and float down into now and come back in the room (*pause*)"

"How was that?"

# TLT - Installing Events in your Future




**Process**

1. Be sure that the goal is SMART.

2. "How certain are you that you will achieve this goal in terms of a percentage?" Note answer.

3. Get the last step: "What is the last thing that has to happen so you know you achieved it?"

4. Mismatch the answer: "Is it possible that this last step could happen and you will not obtain your goal?" If "Yes", go back to Step 3.

5. Ask client to see a picture of the answer from Step 4 (use sub-modalities).

6. Step into the internal representation – associate the client.

7. Adjust the sub-modalities (V, A, & K) to make the feeling as positive as possible.

8. Step out of the internal representation – dissociate the client.

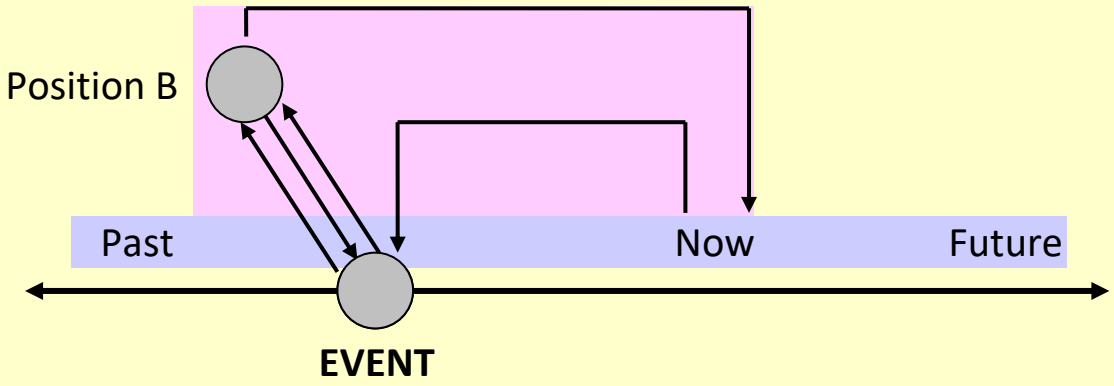
9. Install future event "Float up above your Time Line and take with it this internal representation. Now, float out into the future, to the correct time, and then let go of your internal representation and let it float right into your Time Line."

10. Back to now "As you float back to now, notice on the way how all the events between then and now re-evaluate themselves to support your goal. The client may or may not have an experience of the re-evaluation, so we call it to their attention.

11. "Take as long as you need, and only open your eyes when you know all the events have re-evaluate and you're back to now"

12. Test: " How certain are you now that you will achieve this goal in terms of a percentage?" If not 100%, use other techniques to achieve this.

# TLT - Limiting Decisions




Note: position B is before (and above) the event.

Note**:** the client should always be at cause – if not, then ask for the limiting decision that caused the limiting decision. Try the limiting decision on to see what you get (not just reality) and if "real" ask "So when did you decide ….."You should also elicit what the alternative desired decision is to install later on.

1. "I'd like to ask your unconscious mind to float up in the air, above your Time Line, into the past and down into the event, right into the event itself, seeing the world through your own eyes, the eyes of a younger you (*pause*) – are you there yet? Notice what emotions are present, and also note if you are aware of the decision that was made there too." Watch for the emotions present.

    i. If the client says "No" say "I'd like you to rewind the movie of your memory until you come to the time of the decision – right now." Note: under certain circumstances, it may be necessary to install a decision. If this is required, have the client float down in the event, then have them imagine making the new decision (associated), in a way that is in alignment with their outcome. Before leaving, make sure the event is still associated.

2. "Float back up above the Time Line and go to a position so you are above the event but well before the beginning of the event, or any of the chain of events that lead to that event, and turn and look towards now. Preserve the positive learnings (see note on Learnings), and then ask yourself "Now, where are the emotions?" If the emotions do not disappear then reframe. "And the decision, did it disappear too?" If the decision does not disappear then:

i. Make sure the client is at the correct position: ”Get up higher, and float farther back. Get high enough and far enough back until the decision disappears.”

ii. Make sure the client is before the first event: ”Are you before the first event? Is there an earlier event than this one? Go back before the first one.”

iii. If still no response: ”What is there to learn from this event? If you learn this, won’t it be better than having the old emotions? How can you get the same benefit that the emotions provided when you let them go?”

iv. If still no response: ”Tell me what emotions you are feeling.” Note these emotions and work on these until cleared instead.

3. “Excellent, then float down inside the event, looking through your own eyes, and check on the emotions. Are they there? Or have they disappeared! Now!! Good, and the decision too – it’s disappeared! Good, come back up to the position where you are above the event but well before the event.”

4. “Come back to now above your Time Line only as quickly as you allow all the events between then and now to re-evaluate themselves in light of your new choices, and let go of all the negative emotions on those events. Assume a position above but before each subsequent event, preserve the learnings, let go of the emotions and allow each event to re-evaluate itself all the way back to now. Sometimes it is useful to add “As you come back to now, I’d like your unconscious mind to allow you to notice at least three events where you could have (*desired decision*) but because of the decision we have just deleted, you didn’t notice the possibility, and now you can.”

5. Test : “Now, how do you feel about that old decision (*or belief*)?”

6. Future pace - client back at now: “I want you to go out into the future, to an unspecified time in the future that would be most appropriate, and imagine a time when something like this could happen again, and how do you react – okay? Good, come back to now, only as easily and effortlessly to allow your unconscious mind to make permanent changes to your life, changes for the better, and let these positive changes affect all the other areas of your life, giving you more choices, and only when this is complete open your eyes.”

7. See “Installing a Memory” to install desired decision.

**Learnings**

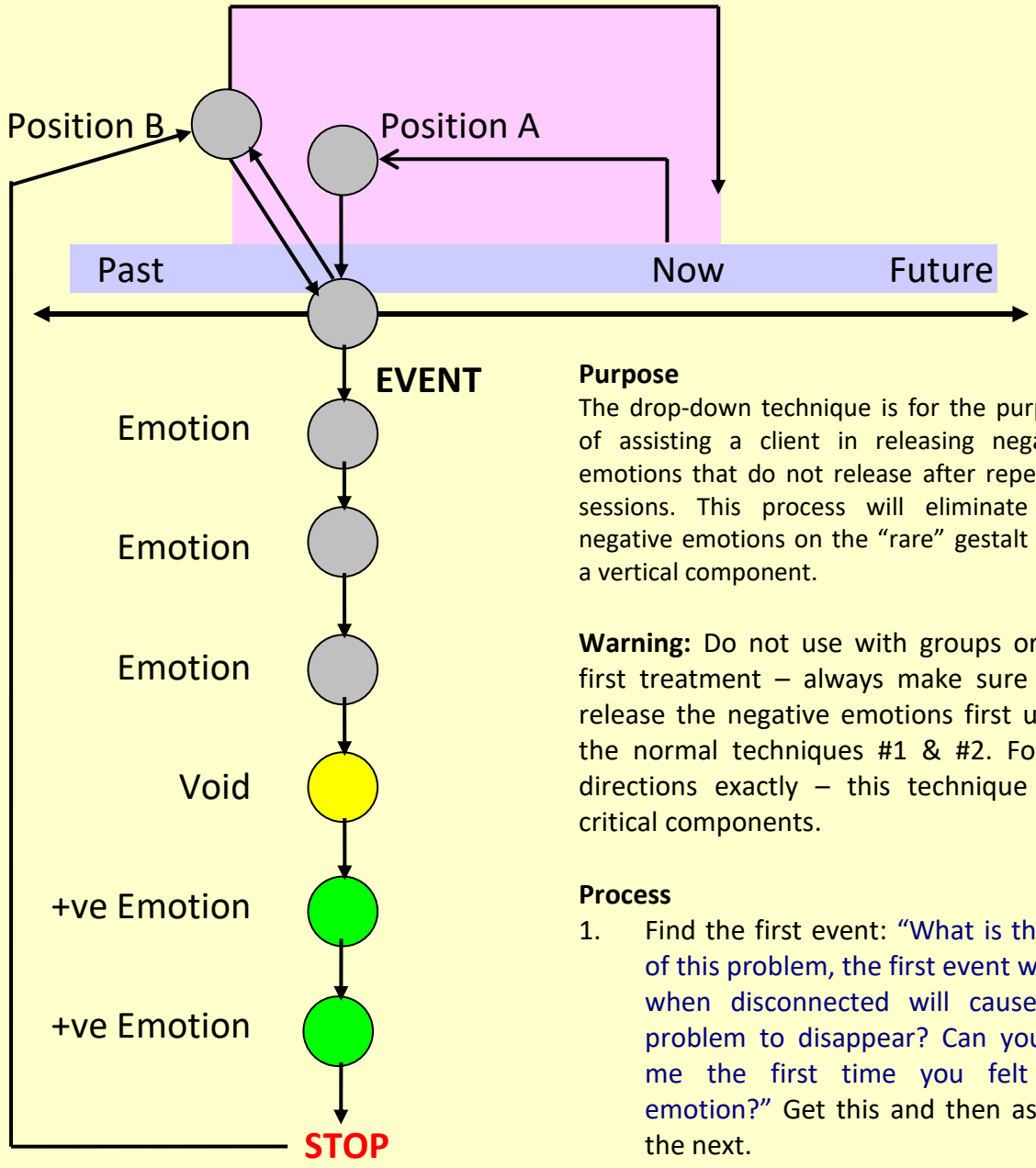
These are not always obvious to the client, especially when they already have learnings they may not get any new or obvious ones. Learnings should not be:

- Negative
- Past
- Involve others

When you are aware of learnings they should be:

- Positive
- Future
- Self

# TLT - Drop-Down Through Technique
# (Negative Emotions)




**Purpose**

The drop-down technique is for the purpose of assisting a client in releasing negative emotions that do not release after repeated sessions. This process will eliminate the negative emotions on the "rare" gestalt with a vertical component.

**Warning:** Do not use with groups or for first treatment – always make sure you release the negative emotions first using the normal techniques #1 & #2. Follow directions exactly – this technique has critical components.

**Process**

1. Find the first event: "What is the ISE of this problem, the first event which, when disconnected will cause the problem to disappear? Can you tell me the first time you felt this emotion?" Get this and then ask for the next.

2. Go back to the first event "I'd like to ask your unconscious mind to float up in the air, above your Time Line, into the past to a position above this event and let me know when you're there (*pause*)."

3. Preserve the learnings "With wisdom and distance, what do you need to have learned from this event, the learning of which allow you to let this (*name of emotion*) go easily and effortlessly?"

   i. If nothing: "That's okay, we're going to release the negative emotion first then, so the learning can become present to your conscious mind." Go to Step 3.

   ii. If learnings available, ensure they are positive, about self, and focussed on the future – reframe if necessary.

4. Drop-Down Through: "As quickly as you can, can you drop down through the emotion. Sort of do a kinaesthetic free-fall, as quickly as you can and tell me the name of the emotion that is underneath."

5. Ask: "As quickly as you can, just drop down through that (*name of last emotion*) – what's underneath this?"

6. Continue Step 5 until the chain has run all the way to a void, nothing, and/or an unspeakable stage, and comes out the other side a positive kinaesthetic.

7. Ask: "As quickly as you can, just drop down through that (*name of last +ve emotion*) – what's underneath this?" **NOTE**: a) only go to two positive emotions, and b) if looping occurs more than once, use an inductive language pattern to exit the loop to a deeper level of meaning.

8. End the chain – there should be an obvious physiological shift (the chain tends to be collapsed at this point): "Now float back to a position that is well before the first event or any chain of events that led to the event, and turn and look towards now and let me know when you're there (*pause*)."

9. Make sure the emotions have disappeared: "Now, where is the emotion? Where did it go? That's right – it disappeared!"

10. Test: Now, just float right down into the event and notice that the emotion has disappeared. Is the emotion totally gone!? Good, come back up to the position before the event."

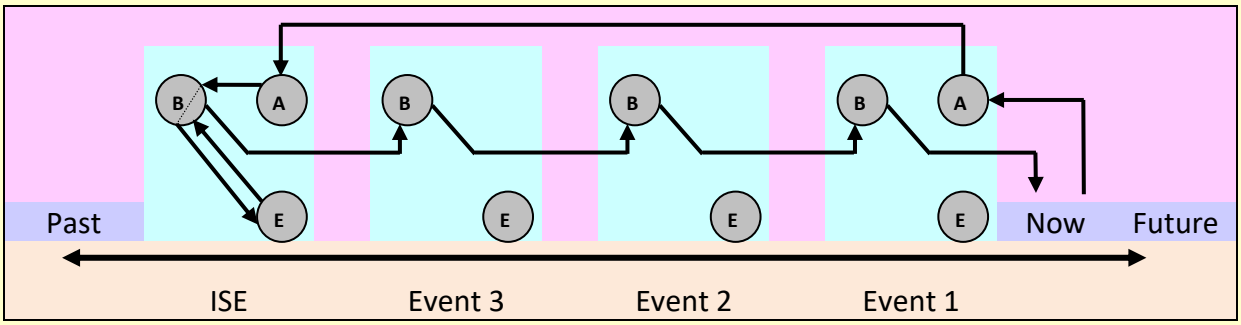
11. Continue to re-run the chain until only +ve kinaesthetic is accessed.

12. Come back to now: "Now, come back to now above your Time Line only as quickly as you can let go of all the (*name of emotion*) on all of the events from your past. I want you to stop at a position above and before the event, for all of the events on the way back to now, preserve the learnings, and let go of all the (*name of emotion*). When every event has been done, come all the way back to now and come back into the room - take as long as you need to do this." Break state.

13. Test: “Can you remember any event in the past where you used to be able to feel that old emotion, and go back and notice if you can feel it now, or you may find you cannot! Good, come back to now”

14. Future pace: “I want you to go out into the future, to an unspecified time in the future, which if it had happened in the past, you would have felt inappropriate or unwarranted (*name of emotion*), and notice if you can find that old emotion, or you may find that you cannot. Okay? Good. Come back to now, only as easily and effortlessly as to allow your unconscious mind to make permanent changes to your life, changes for the better, and let these positive changes affect all the other areas of your life, giving you more choices, and only when this is complete open your eyes.” Link these words to the six Value Areas.

# TLT - Negative Emotions #1




**ISE**

Obtain and note ISE.

**Review Time line Positions**

Ensure client is aware of the three positions: A above the event, B before the event, and E the event itself.

**Determine the Check Points**

1. "Can you think of three events in your past, that when you think of them now, still conjure up emotions of (*name of emotion*)? You don't have to tell me what the events are, but I do need to get an age and maybe you can give me a one-word cue that will help me remind you of the event when we are checking to make sure all the emotion is gone. "Note the three events! Thank you – is it okay to mention these?"

2. "Great, now if you were able to relive those three events and be free of (*name of emotion*) whilst reliving those events, would that be sufficient for you to know that this emotion is no longer a problem, and you have released it from all of your past events."

    i. If no "Then what events would you need to experience without having this emotion in order for you to know this is no longer a problem for you, and you have in fact released it from your past?"

**Calibrate Positions & Emotion**

1. "I'd like to ask your unconscious mind to float up above your Time Line, and when you're floating above now just nod your head (*pause*). Great, now go ahead and float into the past, all the way back to a time where you are above the most recent of the three events you mentioned to me, facing the past, and when you get there notice the event – let me know when you're there (*pause*)."

2. "Great – are you aware of the position before the event, and the position which is the actual event itself? Good, now on a scale from 0 to 100, where 0 is no emotion whatsoever and 100 is the most intense (*name of emotion*) you have ever felt, how much (*name of emotion*) is in your body?"

    i. If less than 50: "Excellent –then this one will be really easy to release."
    ii. If more than 50: "Good, then you really will be able to feel a significant shift as you release this emotion."

**Acquire Lessons**

1. "Now, whilst were in the position above the actual event, we can find powerful lessons that help us in the future. In order to release this emotion easily, it helps to have learned from the event, and by learning what you need to have learned from this event, you won't have to repeat it anymore. So with that objective in mind, and some distance from the event, let's find out what there is to have learned from this event which will allow you to let go of the (*name of emotion*) easily and effortlessly."

2. "What are the positive learnings to receive from this event, the learning of which will empower you, and allow you to release the emotion from your past easily and move to the future with healthier decisions and actions in your life. Tell me what the learnings are." If necessary reframe the learnings so they are positive, about self, and focussed on the future.

**Release the Negative Emotion**

1. "Great, now taking those positive learnings with you, float all the way back into the past, back to the initial sensitising event when you were (*ISE information*). Go all the way back to the position (A) above this event – are you there yet (*pause*)?"

2. "Well done, are you aware of the position before this event (*pause*), and the position which is the actual event itself (*pause*)? Good. And can you see how the lessons you have brought back with you have relevancy to this event as well?" (*go through the lessons*). Ensure they have time to consider this thoroughly.

    i. If no: "That's okay, sometimes these connections are for the unconscious mind, more than the conscious mind. What's important is that you consciously focus on how it feels when the (*name of emotion*) disappears."
    ii. If yes: "Great, this one will be easy to let go of."

3. "When I say now, not now, but when I say the word now, I want you to float back to the position (B) before the event, before the event so the emotion can just release. In order for the emotion to release, you want to be looking at the initial sensitising event in your Time Line facing the direction of NOW…that's right, just go to the position before the event – before the event right now and let go of the emotion, just let it go (*wait a moment and use sensory acuity to mind read that the emotion has gone*). Now, where is the emotion?"

i. If they say it's still there: "Sorry, I didn't mean to rush you, just go ahead and keep letting it go, and when you get to 0 on a scale from 0 to 100 just let me know by nodding your head (*wait for them to nod, then go to ii*)".

ii. If they say it's all gone: "Great, now on a scale from 0 to 100, where 0 is no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at a 10 to 20 right?"
   a. If they say "No it's 0" go to Step 5, otherwise continue below.

iii. Answered "Yes" or some value other than 0: "Okay, we aren't quite finished yet, so keep letting the emotion go until you are all the way down to 0, totally and completely. And when you're there, just let me know by nodding your head (*wait for them to nod*). "Great, now on a scale from 0 to 100, where 0 is no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at a 5 to 10 right?"
   a. If they say "No it's 0" go to Step 5, otherwise continue below.

iv. Answered "Yes" or some value other than 0: "Okay, if you haven't released it completely yet that usually means you aren't quite at the position before the event. So float up twice as high and twice as far back, keep floating up higher and further back until the emotion is totally gone (*wait a moment and use sensory acuity to mind read that the emotion has gone*). Now, where is the emotion?"
   a. If they say "It's gone/0" go to Step 4, otherwise continue below.

v. Answered still there: "I would like to ask your unconscious mind a question, and have your conscious mind answer me verbally please: are you at the first event, or is there an event before this one?"
   a. If not the first event: "Thank you. I'm going to count from 3 down to 1, and as I do, I want your unconscious mind to instantly take you back to the first event, and you may or may not consciously remember when the event was, but your unconscious mind will know where to stop you. Ready? 3.. 2..1.. just go ahead and go right back to the initial event." Go back to start of Step 3.

   b. If it is the first event: "In that case, I would like to speak directly with your unconscious mind, and ask it to communicate with me verbally. What is the purpose of holding on to the (*name of emotion*)? Whatever the reason, chunk up to safety or protection: "Well that's certainly a noble reason to hold on to the emotion. I can certainly see that (*safety/protection*) is something that is very important to you, and did you realise that by holding on to (*name of emotion*) you are in fact damaging the body, and not actually (*keeping it safe/protecting*) it at all? It's true, studies have shown that (*name of emotion*) actually increases the chance of (*appropriate health ailment*). I'll bet you didn't realise that at this level, did you? Well knowing what you know now, I'm sure you would be willing to release the emotions now and feel a sense of (*safety/protection*) like you have never felt before. And let me know when all the (*name of emotion*) is gone (*wait a moment and use sensory acuity to mind read that the emotion has*

*gone*). Now, where is the emotion?" If they say "It's gone" go to Step 5, otherwise continue below.

4. If all gone: "Great, now on a scale from 0 to 100, 0 being no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at 1 to 5 right?"

   i. If they say "No it's 0" go to Step 5, otherwise loop back to Step 3. v.

5. If they say it's all gone/0: "Really, no emotion whatsoever? Well, can you prove it – can we test it to make sure it's completely gone? Then just go ahead and float right back down into the event (C), seeing the event through your own eyes, and even though you can remember that you use to have that emotion, notice how now that emotion is no longer there. It's kind of like remembering this event differently now. So - on a scale from 0 to 100 how much (*name of emotion*) is in your body?"

   i. If 0: "Are you sure? How can that be? You're positive – really? Congratulations! Just go ahead and float up to the position before the event." Go to Step 6.

   ii. If anything other than 0: "Great – thank you for your honesty, I appreciate you for that. Just go ahead and float back up to the position before the event, and this time just keep going up higher and further back, go so high and so far back that all of the emotion completely releases. And just nod your head as soon as it has completely and totally released." Go back to Step 3.

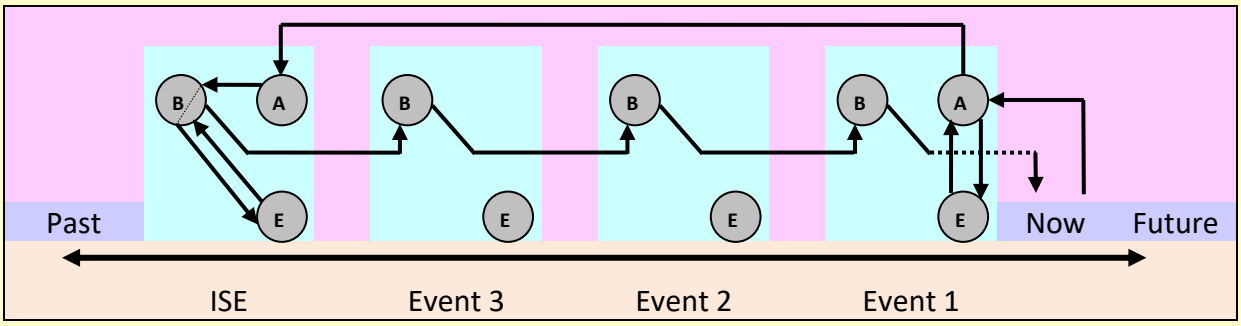
6. "Now, come back to now above your Time Line only as quickly as you can let go of all the (*name of emotion*) on all of the events from your past. And to ensure the emotion has released from your past, I want you to stop at each of the events which we discussed before you released all the (*name of emotion*). Float to the position above and before the event, and just make sure the emotion is gone. If it is there, then just stay there until the emotion releases completely. I want you to start with the event we named and just nod when done (*state the one word clue and age for the event furthest back in the past - pause*). Continue with all the events we discussed, make sure the emotion is gone, and if any is still there, then just stay there until the emotion releases completely. When every event has been done, come all the way back to now and come back into the room - take as long as you need to do this." Break state.

7. Test - client back at now: "As you think of those three events, the initial sensitising event, or for that matter any other event where you used to be able to feel that old emotion, as you think about it now notice if you can feel any (*name of emotion*), or you may find you cannot."

8. Future pace - client back at now: "I want you to go out into the future, to an unspecified time in the future, and think of something which if it had happened in the past, you would have felt inappropriate or unwarranted (*name of emotion*), and notice if you can find that old emotion, or you may find that you cannot. Okay? Good." Repeat as many times as

required for the convincer strategy. Well done – come back to now, only as easily and effortlessly as to allow your unconscious mind to make permanent changes to your life, changes for the better, and let these positive changes affect all the other areas of your life, giving you more choices, and only when this is complete open your eyes." (*Link with the six Value Areas: Family, Career, personal Development, Relationships, Spirituality, Health & Fitness*).

# TLT - Negative Emotions #2




Key: A is above the event; B before and above the event, and E is each event.

**Note: This is not for trauma or phobias.**

The client should always be associated when above the Time Line. Tone is cool and normal, everything fine.

**Review Time line Positions**

Ensure client is aware of the three positions: A above the event, B before the event, and E the event itself.

**Determine the Check Points**

1. "Can you think of three events in your past, that when you think of them now, still conjure up emotions of (*name of emotion*)? You don't have to tell me what the events are, but I do need to get an age and maybe you can give me a one-word cue that will help me remind you of the event when we are checking to make sure all the emotion is gone. "Note the three events! Thank you – is it okay to mention these?"

2. "Great, now if you were able to relive those three events and be free of (*name of emotion*) whilst reliving those events, would that be sufficient for you to know that this emotion is no longer a problem, and you have released it from all of your past events."

    **a.** If no "Then what events would you need to experience without having this emotion in order for you to know this is no longer a problem for you, and you have in fact released it from your past?"

**Calibrate Positions & Emotion**

3. "I'd like to ask your unconscious mind to float up above your Time Line, and when you're floating above now just nod your head (*pause*). Great, now go ahead and float into the past, all the way back to a time where you are above the most recent of the three events you mentioned to me, facing the past, and when you get there notice the event – let me know when you're there (*pause*)."

4. “Great – are you aware of the position before the event, and the position which is the actual event itself? Now just float from this position above the event straight down into the event itself, seeing the event through your own eyes as a younger you. And when you get there, notice the emotions that are present. On a scale from 0 to 100, where 0 is no emotion whatsoever and 100 is the most intense (*name of emotion*) you have ever felt, how much (*name of emotion*) is in your body?”

    i. If less than 50: "Excellent –then this one will be really easy to release.”

    ii. If more than 50: "Good, then you really will be able to feel a significant shift as you release this emotion.”

**Acquire Lessons**

1. “Now, float back to the position above the event, where we can find powerful lessons that help us in the future. In order to release this emotion easily, it helps to have learned whatever you needed to have learned from the event. By learning what you need to have learned from this event, you won’t have to repeat it anymore. So with that objective in mind, and some distance from the event, let’s find out what there is to have learned from this event, the learning of which will allow you to let go of the (*name of emotion*) easily and effortlessly.”

2. “What are the positive learnings to receive from this event, the learning of which will empower you, and allow you to release the emotion from your past easily and move to the future with healthier decisions and actions in your life. Tell me what the learnings are.” If necessary reframe the learnings so they are positive, about self, and focussed on the future.

**Release the Negative Emotion**

1. “Great, now taking those positive learnings with you, float all the way back into the past, back to the initial sensitising event when you were (*ISE information*). Go all the way back to the position above this event – are you there yet (*pause*)?”

2. “Well done, are you aware of the position before this event (*pause*), and the position which is the actual event itself (*pause*)? Good. And can you see how the lessons you have brought back with you have relevancy to this event as well?” (*go through the lessons*). Ensure they have time to consider this thoroughly.

    i. If no: ”That’s okay, sometimes these connections are for the unconscious mind, more than the conscious mind. What’s important is that you consciously focus on how it feels when the (*name of emotion*) disappears.”

    ii. If yes: "Great, this one will be easy to let go of.”

3. “When I say now, not now, but when I say the word now, I want you to float back to the position before the event, before the event so the emotion can just release. In order for the

emotion to release, you want to be looking at the initial sensitising event in your Time Line facing the direction of NOW…that's right, just go to the position before the event – before the event right now and let go of the emotion, just let it go (*wait a moment and use sensory acuity to mind read that the emotion has gone*). Now, where is the emotion?"

i. If they say it's still there: "Sorry, I didn't mean to rush you, just go ahead and keep letting it go, and when you get to 0 on a scale from 0 to 100 just let me know by nodding your head (*wait for them to nod, then go to ii*)."

ii. If they say it's all gone: "Great, now on a scale from 0 to 100, where 0 is no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at a 10 to 20 right?"
    a. If they say "No it's 0" go to Step 5, otherwise continue below.

iii. Answered "Yes" or some value other than 0: "Okay, we aren't quite finished yet, so keep letting the emotion go until you are all the way down to 0, totally and completely. And when you're there, just let me know by nodding your head (*wait for them to nod*). "Great, now on a scale from 0 to 100, where 0 is no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at a 5 to 10 right?"
    a. If they say "No it's 0" go to Step 5, otherwise continue below.

iv. Answered "Yes" or some value other than 0: "Okay, if you haven't released it completely yet, that usually means you aren't quite at the position before the event. So float up twice as high and twice as far back, keep floating up higher and further back until the emotion is totally gone (*wait a moment and use sensory acuity to mind read that the emotion has gone*). Now, where is the emotion?"
    a. If they say "It's gone/0" go to Step 4, otherwise continue below.

v. Answered still there: "I would like to ask your unconscious mind a question, and have your conscious mind answer me verbally please: are you at the first event, or is there an event before this one?"
    a. If not the first event: "Thank you. I'm going to count from 3 down to 1, and as I do, I want your unconscious mind to instantly take you back to the first event, and you may or may not consciously remember when the event was, but your unconscious mind will know where to stop you. Ready? 3.. 2..1.. just go ahead and go right back to the initial event." Go back to start of Step 3.

    b. If it is the first event: "In that case, I would like to speak directly with your unconscious mind, and ask it to communicate with me verbally. What is the purpose of holding on to the (*name of emotion*)? Whatever the reason, chunk up to safety or protection: "Well that's certainly a noble reason to hold on to the emotion. I can certainly see that (*safety/protection*) is something that is very important to you, and did you realise that by holding on to (*name of emotion*) you are in fact damaging the body, and not actually (*keeping it safe/protecting*) it at all? It's true, studies have shown that (*name of emotion*) actually increases

the chance of (*appropriate health ailment*). I'll bet you didn't realise that at this level, did you? Well knowing what you know now, I'm sure you would be willing to release the emotions now and feel a sense of (*safety/protection*) like you have never felt before. And let me know when all the (*name of emotion*) is gone (*wait a moment and use sensory acuity to mind read that the emotion has gone*). Now, where is the emotion?" If they say "It's gone" go to Step 5, otherwise continue below."

4. If all gone: "Great, now on a scale from 0 to 100, 0 being no emotion whatsoever, and 100 being the most (*name of emotion*) you've ever experienced, you're probably at 1 to 5 right?"

   i. If they say "No it's 0" go to Step 5, otherwise loop back to Step 3. v.

5. If they say it's all gone/0: " Really, no emotion whatsoever? Well, can you prove it – can we test it to make sure it's completely gone? Then just go ahead and float right back down into the event, seeing the event through your own eyes, and even though you can remember that you use to have that emotion, notice how now that emotion is no longer there. It's kind of like remembering this event differently now. So on a scale from 0 to 100 how much (*name of emotion*) is in your body?"

   i. If 0: "Are you sure? How can that be? You're positive – really? Congratulations! Just go ahead and float up to the position before the event." Go to Step 6.

   ii. If anything other than 0: "Great – thank you for your honesty, I appreciate you for that. Just go ahead and float back up to the position before the event, and this time just keep going up higher and further back, go so high and so far back that all of the emotion completely releases. And just nod your head as soon as it has completely and totally released." Go back to Step 3.

6. "Now, come back to now above your Time Line only as quickly as you can let go of all the (*name of emotion*) on all of the events from your past. And to ensure the emotion has released from your past, I want you to stop at each of the events which we discussed before you released all the (*name of emotion*). Float to the position above and before the event, and just make sure the emotion is gone. If it is there, then just stay there until the emotion releases completely. I want you to start with the event we named and just nod when done (*state the one word clue and age for the event furthest back in the past - pause*). Continue with all the events we discussed, make sure the emotion is gone, and if any is still there, then just stay there until the emotion releases completely. When every event has been done, come all the way back to now and come back into the room - take as long as you need to do this." Break state.

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8. Future pace - client back at now: "I want you to go out into the future, to an unspecified time in the future, which if it had happened in the past, you would have felt inappropriate or unwarranted (*name of emotion*), and notice if you can find that old emotion, or you may find that you cannot. Okay? Good." Repeat as many times as required for the convincer strategy. Well done – come back to now, only as easily and effortlessly as to allow your unconscious mind to make permanent changes to your life, changes for the better, and let these positive changes affect all the other areas of your life, giving you more choices, and only when this is complete open your eyes." (*Link with the six Value Areas: Family, Career, personal Development, Relationships, Spirituality, Health & Fitness*).

# Changing Values

**Outcome**

1. Reorganise values hierarchy.
2. Insert new values into a values structure.
3. Remove unwanted values that no longer serve you.

**Process**

1. Elicit the sub-modalities of the value that is directly above where you intend to place the value you are moving e.g. if you were going to move money to value position #3, elicit the sub-modalities for the value at position #2. "When you think of (*value*) do you have a picture?" Note sub-modalities as normal; break state.

2. Elicit the sub-modalities of the value you are moving "When you think of (*value*) do you have a picture?" Note sub-modalities as normal; break state.

3. Replace the sub-modalities of the moving value with the sub-modalities of the higher value (from Step #1).

4. "Now, I want you to lessen the intensity of the picture, the sounds you hear, and the feelings you felt, by about 10%, and let me know when you're done." Let client choose which VAK subsets to change. This should cause the modified value to fallen under the higher value. Note: the intensity may have to be changed by more or less than 10% to make this happen.

5. "Now, I want you to save this picture as you've amended it, just like a computer file, stored away."

6. Check values order and rewrite.

7. Test "When you think of (*modified value*), how do you feel about it in relation to (*higher value*)? When you think of (*modified value*), how do you feel about it in relation to (*value now below*)?

8. Future pace.

**Notes**

a. Changing the number #1 value will cause radical shifts in the client's life.
b. If replacing number #1 value, when mapping across sub-modalities increase intensity by 10%.
c. To cause a significant shift, a value must be moved into the top 4.
d. Before moving any value, check how this fits in with the other (Five) Value Areas.
e. Values should be moving Towards.

# Values Elicitation

## Versions 1 – 3

### Version #1 – Standard Elicitation

**Theory**

Most people can consciously reveal around 3 – 5 values in rapid succession. By repeating the question and 'demanding' more answers, they will be able to reveal more values. Many times, the values they discover in the third round are actually quite important on the values hierarchy. The values elicited can be both conscious and unconscious.

**Process**

1. Get values hierarchy for the Six Value Areas (Career, Family, Health, Spirituality, relationships, Personal Development) and define which one (normally highest priority) you will work with.

2. "What's important to you about (answer from #1)?" Note answers; the client will usually be able to say 3 – 5 values, once they go silent go to the next step.

3. "What else is important to you about……?" Note answers.

4. "And what else is important to you about……?" Note answers – keep 'pushing' to get more values.

### Version #2 (From Motivation Strategy)

**Theory**

If you can discover the feeling someone is experiencing just before they felt motivated, this will be a value. Often times, these are unconscious and do not surface from the first elicitation. The values elicited will be unconscious.

**Process**

1. "Can you remember a time when you were totally motivated in the context (choose second priority from Six Value Areas)? Can you remember a specific time"

2. "As you remember that time, what was the last thing you felt just before you were totally motivated?"

3. "Can you give me the name of that feeling?"

4. If they give you a word that is too low level, ask: "What's important to you about that?"

5. Continue with Steps #1-4 until you get repeat words.

**Version #3 Threshold Values**

**Theory**

Once the client has discovered 'all' of their values, they should discover even more values when placed in a dichotomous situation. The values elicited will be unconscious.

**Process**

1. Show the client the list of values they have so far.

2. "All these values being present, is there anything that could happen that could make you leave ….(your job etc.)?" Note answers.

3. "All these values being present, plus the values(s) you just mentioned, what would have to happen to make you stay?" Note answers.

4. "All these values being present, plus the values(s) you just mentioned, what would have to happen to make you leave?" Note answers.

5. Continue with Steps #2 – 4 until you get repeat words.

**VALUES ( EXAMPLE )**

| | Initial List | ? | Final List |
|---|---|---|---|
| 1. | ACHIEVEMENT | | **SUCCESSFUL (3)** |
| 2. | WELL LIKED | | **WELL LIKED (2)** |
| 3. | SUCCESSFUL | | **WEALTHY (4)** |
| 4. | WEALTHY | | **HAPPINESS (15)** |
| 5. | CONSIDERATE | | **ACHIEVEMENT (1)** |
| 6. | PROFESSIONAL | | **PROFESSIONAL (6)** |
| 7. | KNOWLEDGEABLE | | **STIMULATION (23)** |
| 8. | APPROACHABLE | | **CLEINT CENTRED (24)** |
| 9. | RECOGNITION | | **EXCITEMENT (18)** |
| 10. | SELF SUFFICIENCY | | **KNOWLEDGEABLE (7)** |
| 11. | SELF RELIANCE | | SELF SUFFICIENCY (10) |
| 12. | RELIABLE | | FULFILMENT (21) |
| 13. | TIMELY | | RECOGNITION (9) |
| 14. | ANTICIPATION | | APPROACHABLE (8) |
| 15. | HAPPY | | TIMELY (13) |
| 16. | WANTING TO GET ON | | ANTICIPATION (14) |
| 17. | SENSE OF URGENCY | | RELIABLE (12) |
| 18. | EXCITEMENT | | INTEREST (22) |
| 19. | GLADNESS | | CONSIDERATE (5) |
| 20. | JOY | | |
| 21. | FULFILMENT | | |
| 22. | INTEREST | | |
| 23. | STIMULATION | | |
| 24. | CLEINT CENTRED | | |
| 25. | LIKE COLLEAGUES | | |
| 26. | SECURITY | | |
| 27. | BELONGING | | |
| 28. | QUALITY | | |
| 29. | SUPPORT | | |
| 30. | | | |
| 31. | | | |
| 32. | | | |
| 33. | | | |
| 34. | | | |
| 35. | | | |

# Values Prioritisation

## Initial Prioritisation

### Process #1

1. "Now will you please number the values in order of importance to you?" Note: this has got be part of their current life.

2. "What's the most important? What's next?"

3. If this process does not work, use Process #2.

### Process #2

1. "Of the above values, which is the most important to you?"

2. "Assuming you have (*list values already chosen*), is (*next value on list to be prioritised*) more or less important than this (*these*)?" or

3. "Assuming you have (*list values already chosen*), if you couldn't have (*next value on list to be prioritised*) but could have (*value after that*) would that be okay?" etc.

### Notes

a) Importance of values must be related to their current life.
b) As you work through all the values, client may want to merge, modify, or delete some of the answers, and
c) Looking for top 10 (approximately).

## Check Prioritisation

1. Re-write list of values after Initial Prioritisation.

2. "Does this list look okay to you or would you like to make any modifications?"

3. Test from the list "Do you have more (*value*) than (*another value*)?"

## Check Value Conflicts

Are there any values next to each other that could cause conflict?

1. Motivation Direction: test for Toward/Away "Why is (*value*) important to you?" Note answer T, A, Ta, At and check you have the real reason e.g. making money (T) as the value but the underlying reason is not being broke (A) – if unsure keep asking. Look for negations, comparative deletions, and modal operators of necessity (all Away)

2. Sequential Incongruity. Money (T) and Freedom (T) – causes client to have ping-pong effect. Resolve with Time Empowerment or Peripheral Vision.

3. Simultaneous Incongruity. Money (T) and Poverty (A) – causes client to be pulled both ways. Resolve with Parts Integration or Values shift.

4. Simultaneous & Sequential Incongruity. Intimacy (A) and Abandonment (A) – client doesn't want either. Resolve with Time Empowerment, Expanded Awareness, or Parts Integration.

5. Logical Level of Abstraction: is the first value the most abstract? Are all other values a sub-set of the higher value?

6. Syntax: starting with the lowest value on the list, does this support the actualisation of the next higher value? Continue to the highest value.